

**THE EFFECT OF GRAPHIC ORGANIZERS ON THE READING
COMPREHENSION ABILITY OF GRADE EIGHT STUDENTS OF
MTsN YOGYAKARTA 1 IN THE SECOND SEMESTER OF THE
ACADEMIC YEAR OF 2012/2013**

A THESIS

Submitted as Partial Fulfillment of the Requirements for the Attainment of the
Degree of *Sarjana Pendidikan* in English Language Education



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2013**

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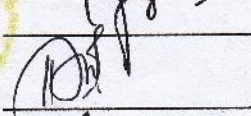
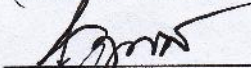
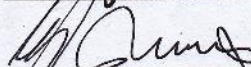

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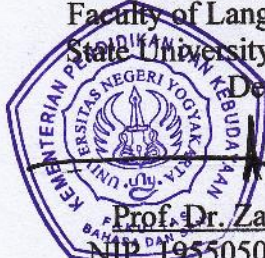
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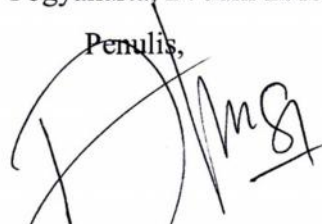
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Apabila terbukti bahwa pernyataan ini tidak benar, hal ini sepenuhnya menjadi tanggung jawab saya.

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MOTTOS

"Never give in. Never give in. Never, never, and never give in."

-Winston Churchill-

"Just keep on moving, God keeps on watching."

-Anonymous-

*"Great minds discuss ideas; Average minds discuss
events; Small minds discuss people."*

-Eleanor Roosevelt-

DEDICATIONS

*This thesis is dedicated with respect and gratitude
to my beloved family and generous colleagues
who have propelled my development
as a learner*

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Finally, this thesis is still far from being perfect. However, I hope that it is useful for the development of the reading teaching and learning process at junior high schools in particular.

Yogyakarta, June 2013

Dhimas Perkasa

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ABSTRACT

The objective of the research is to find out whether there is a significant difference in the reading comprehension ability between the students who are taught by using graphic organizers and those who are taught by using non-graphic organizers (discussion).

The research was a quasi-experimental study. It involved 72 students of grade eight students of MTsN Yogyakarta 1 in the second semester of the academic year of 2012/2013 who were divided into two groups: Class VIII D as the experimental group and Class VIII E as the control group. The students of Class VIII D were taught by using graphic organizers whereas those of Class VIII E were taught using non-graphic organizers (discussion). The data were collected using the reading comprehension test. It was administered to the two groups as the pretest and the posttest. The data were analyzed by means of descriptive and inferential statistics. After the data distribution was found to be normal and the sample variance was also found to be homogenous, the hypothesis was tested using the analysis of covariance (ANCOVA) to find out the difference of the mean scores between the two groups.

The result shows that the level of significance is lower than 0.05, i.e. $0.000 < 0.05$ ($F = 121.390$, $p = 0.000$). The adjusted mean of the experimental group is higher than that of the control group, i.e. $77.76 > 68.90$. It means that there is a significant difference in the reading comprehension ability between the students who are taught by using graphic organizers and those who are taught using non-graphic organizers (discussion). Based on the mean scores of both groups, it can be seen that the mean score of experimental group increased 13.12 point, while the mean score of control group increased 4.72 point. It means that there is thrice increase. Finally, it can be concluded that both of the strategies are effective to improve the students' reading comprehension ability, but the graphic organizers is more effective than the discussion strategy.

CHAPTER I INTRODUCTION

A. Background of the Problem

English as one of the international languages is used for communication in most activities and fields in the world. People use English to communicate with other people from many parts of the world. By using English to communicate, people can get information about education, science, arts and culture from many other countries. Therefore, since having good English language competence is an important issue, the government gives serious attention to the study of English. It becomes a compulsory subject in junior and senior high schools. One of the objectives of this policy is enabling the students to access knowledge through English.

English consists of four skills, i.e. listening, speaking, reading, and writing. Among the four skills, reading is one of the most important skills. As Grabe (2009: 4) proposes, reading is something that many people take for granted. He adds that as a part of citizens of modern societies, a person must be a good reader to be successful because reading in English can provide advantages for a person to develop his or her abilities in English. When someone becomes a skilled reader in English, he or she can use his or her reading skills to be applied in advanced studies, get a good job, travel, gain access to information, become more cross-culturally aware, and communicate with others.

However, it is realized that studying English is not easy for Indonesian students because English and Indonesian are very different in terms of spelling,

sounds and pronunciation, vocabulary and grammar. As a result, most students have problems in comprehending a reading text, not to mention, junior high school students. This makes the students to lose their interest in English learning teaching process and fail to achieve school curriculum goals as stated in the Basic Competency and Standard of Competence of School Based Curriculum known as *KTSP (Kurikulum Tingkat Satuan Pendidikan)*. It is mentioned that junior high school students are expected to have some abilities in understanding simple functional texts, monologues, and essays in the form of descriptive, recount, and narrative (BSNP, 2006). It means that in the English teaching and learning process, students need to have a good reading comprehension ability in order to comprehend those materials well.

Unfortunately, the problem above was also found by the researcher at grade VIII of MTsN Yogyakarta 1. Based on the observations conducted in the class and interviews with the teacher as well as the students, most of the students have difficulty in comprehending reading texts. There were some factors causing this problem. One of them was in comprehending a text, the students only tried to translate the text. They only focused on the meaning of each word without trying to comprehend the entire text. They were not aware that certain words might have different meaning depending on the context. It made them spending more time in translating the text. As a result, the teacher was not able to conduct the reading activities in the class maximally.

In reference to the problem above, the researcher intended to assist students of junior high school of MTsN Yogyakarta 1 in maximizing their

comprehension ability in the reading process. Through effective reading strategies, it is expected that the students can improve their comprehension ability in reading. Therefore, the implementation of effective reading strategies is needed in the teaching of reading.

B. Identification of the Problem

According to Linse (2005: 71), reading comprehension involves higher-order thinking skills and it is much more complex than merely decoding specific words, because when people read, they seek for meaning, understanding, and entertainment. However, in reference to the preliminary observations conducted in the classroom, the researcher found some problems which caused the students not to be able to comprehend the reading texts. The problems were related to the teaching reading strategy, the teacher, the students, and the reading material. The problems are discussed in the following discussion.

The first problem is the teaching reading strategies used by the teacher. In teaching reading comprehension, the teacher used some strategies such as translation and reading aloud. Unfortunately, these strategies did not give students opportunities to be engaged actively in teaching reading process. It is indicated when the teacher asked one student to read aloud a paragraph in the text, other students were busy with other activities which were outside the context of the teaching process, such as playing the game in the cell phone or secretly listening to the music from their cell phone.

The second problem is related to the teacher. In teaching reading, the teacher used uninteresting activities. The teacher focused her teaching on the students' worksheet known as *Lembar Kerja Siswa* (abbreviated LKS) and followed the sequence in each unit without trying to use other activities such as using pictures to predict the content of text or using group activities to discuss the text. It is found that most of the activities used by the teacher could not motivate the students to comprehend the whole texts. As a result, most of the students were noisy and did not pay attention to the teacher's explanation.

The third problem deals with the students. It is related to the students' attitudes and motivation. The students had difficulty with the grammatical structure used in the text. It was showed from the way they tried to comprehend a narrative text. Since a narrative text used simple past tense to tell the story, most of the students then tried to translate some verbs without realizing that the verbs were in the form of past tense. When they still could not understand the meaning of each word or sentence that made up the text, they started to lose their interest in doing the tasks. They tended to cheat their class mates' work or walk around to copy their friends' answers.

The fourth problem is related to the reading materials. The materials are sometimes uninteresting, not authentic, and inappropriate to students' levels, needs, and capacity. It happened because most of the materials were taken from the students' worksheet. As a result, most of the time when the teacher assigned the students to read a text from the student's worksheet and do the tasks, the students started to complain especially when they thought that the text was too

long. They argued that the longer the text is, the more difficult the text is. As a result, they quickly got bored and lost their interest in the teaching reading process. It was showed when the teacher asked the students to work in groups to discuss about some detail information and the organization of the text. Most of the students in the groups did not do the tasks and only few students worked on the task seriously. The others were passive and did not involve in the discussion.

C. Delimitation of the Problem

Based on the discussion in the background of the problem and the identification of the problems, the writer limited the problem areas into the more specific one. This study only investigated the strategy of reading. As there are some types of strategy in reading, the writer focused on graphic organizers.

The limitation was also done with regard to the population of the study. The researcher selected MTsN Yogyakarta 1 as the place of the research. The researcher also selected the eight grade students as the population. According to the observation conducted, the reading comprehension ability of grade eight students of MTsN Yogyakarta 1 needed to be improved. It was also found that graphic organizers had never been explored before especially in reading class.

The limitation was also done with regard to the sample of the study. The researcher selected grade eight students of MTsN Yogyakarta 1 in the second semester of the academic year of 2012-2013. It was also focused on the reading comprehension texts which are commonly used by grade eight students in the second semester of junior high school. Based on the curriculum for grade eight

students of junior high school, the texts were the short functional texts, the narrative texts, and the recount texts.

D. Formulation of the Problem

On the basis of what has been limited above, the problems can be formulated into the following questions:

1. What is the reading comprehension ability of grade eight students of MTsN Yogyakarta 1 who are taught by using graphic organizers like?
2. What is the reading comprehension ability of grade eight students of MTsN Yogyakarta 1 who are taught without using graphic organizers like?
3. Is there any significant difference in the reading comprehension ability between the students at grade eight of MTsN Yogyakarta 1 who are taught by using graphic organizers and those who are taught without using it?

E. Objective of the Research

In line with the formulation of the problems, the purpose of the study can be described as follows:

1. To describe the reading comprehension ability of grade eight students of MTsN Yogyakarta 1 who are taught by using graphic organizer.
2. To describe the reading comprehension ability of grade eight students of MTsN Yogyakarta 1 who are taught without using graphic organizers .

3. To predict the difference in the reading comprehension ability of the students at grade eight of MTsN Yogyakarta 1 who are taught by using graphic organizers and those who are taught without using it.

F. Significance of the Research

There are some expected advantages that can be acquired from this study.

1. Theoretically, the findings of the research are expected to be able to support the educational world issue that graphic organizers is beneficial to improve the students' reading comprehension ability.
2. Practically, the findings of this research are expected to give some contributions to some parties.
 - a. For the teachers, the findings of the research are expected to be an input to improve the teaching and learning of reading process in junior high schools. It is expected that the findings can give information about the use of graphic organizers in reading class.
 - b. For the students, the findings of the research are expected to motivate the students to learn reading effectively.

CHAPTER II LITERATURE REVIEW

A. Literature Review

1. Reading

a. The Definition of Reading

The definitions of reading are important to be understood before starting to discuss reading comprehension itself. Brown (2004: 189) states that reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of reading process to finally reach their understanding about the meaning of the texts they read. It implies that the readers' understanding about the text is the result of interaction between their thought and the meaning of the texts they read.

In line with the previous statement, Celce-Murcia (2001: 154) views reading as an interactive process. It involves a text, a reader, and a social context in which the reading process occurs. She says that the transaction includes the reader's acting on interpreting the text. This implies that the reader's past experiences, language background, and cultural framework, as well as the reader's purpose for reading influence the reader's interpretation about the text.

In addition, when the readers interpret the text, they also need to consider the social context in reading. As Alderson (2000: 25) suggests, reading involves a social context. He proposes that reading is socially practiced. In sort, reading is not an isolated activity. It is usually conducted for various purposes in social context. Therefore, that social context itself contributes to a reader's ideas of what

it means to read. In other words, the above theories explain that the term reading can be defined as an active process of getting meaning intended by the author from printed or written verbal symbols. During this process, the readers combine their language skills and background knowledge of the real world to grasp the meaning.

b. Reading Comprehension

To know further about comprehension, it is important to know the definition about it. There are many definitions of reading comprehension suggested by some experts. A simple view of reading comprehension is given by Flynn. He states that reading comprehension simply means understanding the text (2006:51).

Moreover, Sadoski (2004: 67) says that reading comprehension lies on how readers reconstruct the author's message. In line with him, Calhoun (1999:53) states that reading comprehension deals with how a reader determines the main idea of the text. The author constructs a message or main idea and encodes it in printed language, and the reader reconstructs the ideas.

In addition, Harmer (2001: 70) highlights that the reading comprehension is not a passive skill. There is a course of actions included. According to Duke and Pearson (2002:27), in comprehending a text, a reader actively uses some strategies. In their report on the knowledge base of reading comprehension, the RAND Reading Study Group (2002: 9) defines the term of reading comprehension as the process of simultaneously extracting and

constructing meaning through the interaction and involvement of written language.

Furthermore, Willis (2008:127) argues that in comprehending a text, a reader typically activates the background knowledge such as personal experiences, vocabulary mastery, and reading strategies. After that, the reader connects the words with those that come before and draw the valid inference. In the reading activity, a reader also establishes the opinions and cognitions in reaction to what he has read (Snow, 2004:519).

Moreover, Wolley and Hall in the National Inquiry (2005:27) argue that a reader actively uses several strategies such as skim the text, make some predictions, relate the ideas to the prior knowledge, construct several images, generate questions and take a summary. Davies (2002: 90-91) simply proposes a model of reading comprehension. Figure I below describes the model of reading comprehension proposed by Davies.

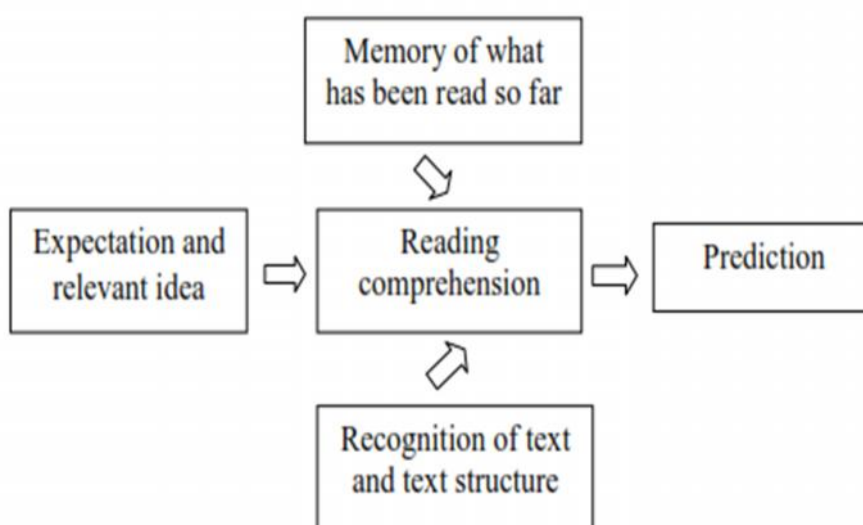


Figure 1: **A model of reading comprehension**

According to the model, reading comprehension employs some processes. Before reading, a reader creates some expectations and relevant ideas about the text which he is going to read. The reader also recognizes the meaning of the text to comprehend the text includes the vocabulary, grammar, and the story structures of the texts. The reader also uses his background knowledge about similar theme of the text. After that, the reader can make prediction of what will come next.

Furthermore, according to the Bloom' taxonomy based on Anderson and Krathwohl revision as quoted by Moseley et.al (2005: 106) there are six levels of cognition which can be applied to the reading comprehension level. Table 1 below describes each of the cognitive level of reading comprehension proposed by Bloom based on Anderson and Krathwohl revision.

Table 1: Bloom's Taxonomy of the Cognitive Levels

Category Name	Expected Cognitive Levels	Key Concepts
1. Remembering	Recalling or recognizing information, ideas and principles in the approximate form	Memory, knowledge, repetition, description
2. Understanding	Interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining	Explanation, comparison, illustration
3. Applying	Executing and implementing data and principles to complete a problem task with a minimum of directions	Solution, application and convergence
4. Analyzing	Differentiating, organizing and attributing the assumption, hypothesis, evidence, conclusion and structure of a statement or a question with an awareness of the thought process	Logic, induction and deduction, formal reasoning
5. Evaluating	Checking and Critiquing on a basis of specific standards and criteria	Judgment, selection
6. Creating	Generating, planning and producing ideas into a product, plan or proposal	Divergence, productive thinking and novelty

c. Reading Ability

Reading ability is one's ability to read; to pronounce and to comprehend. Reading ability refers to the readers' abilities in recoding and also constructing the meaning of a text. It can be achieved through the interaction of the reading's element and the readers' strategies. Reading ability includes several minor skills within. Mikulecky (1990) argues that there are ten categorizations of reading ability that are presented as follows:

1) Automatic decoding.

The skill of decoding refers to the skill of producing spoken form of printed language. The automatic decoding skill is considered necessary for a reader to help them in recognizing words, phrases and sentences in the quick look.

2) Previewing and predicting.

The skill of previewing and predicting occurs when a reader is able to give the text a quick once over and guess what will come next.

3) Specifying purposes.

The skill of specifying the purpose of a text is important. Knowing the purpose of each text brings the reader to an easy way of understanding text.

4) Identifying purposes.

By identifying the purpose, the reader will be able to know the nature of the text in order to predict the form and the content will be.

5) Scanning.

Scanning is a skill of how a student finds out specific information of text by looking at the text rapidly. This skill is important for a reader to acquire.

When a reader wants to find the specific information, they may go over the text and find the specific information.

6) Skimming.

The skill of skimming is about how a reader processes a text rapidly in order to get an overall picture of it. A reader quickly runs the eyes over the text to get the gist of the text.

7) Guessing the meaning of several unfamiliar words.

While reading a text, several unfamiliar words may interface. Here, a reader should be able to guess the meaning. Guessing the meaning of unfamiliar words can be done by using some clues of the word parts, syntax and relationships patterns.

8) Stating the main idea.

Finding the main idea of text may help reader in understanding the author's opinion. It will help reader in understanding the idea of the text.

9) Making inference.

There are several information which are not merely stated in the text. The students may read between the lines and use the evidence in the text to know things that are unstated to make inference about the text.

10) Paraphrasing.

A skill of paraphrasing is the skill of expressing the text in the readers' own words. A reader who is able to paraphrase a text seems to understand the content of the text.

In addition, Brown (2001:307) adds that there are some micro skills for reading comprehension as presented in the following:

- 1) Discriminating among the distinctive graphemes and the orthographic patterns of English.
- 2) Retaining the chunks of language of different lengths in the short term memory.
- 3) Processing writing at an efficient rate of speed to suit the purpose.
- 4) Recognizing a core of words and interpreting word order patterns and their significance,
- 5) Recognizing grammatical word classes system (e.g. tense, agreement and pluralisation), rules, and elliptical forms.
- 6) Recognizing that a particular meaning may be expressed in different grammatical forms.
- 7) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among the clauses.
- 8) Recognizing the rhetorical forms of written discourse and their significance for better interpretation.
- 9) Recognizing the communicative functions of written text according to the form and the purpose.
- 10) Inferring context that is not explicit by using background knowledge.
- 11) Inferring links and connections between events, ideas, etc, deducing causes and effects and detecting such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
- 12) Distinguishing between literal and implied meaning.
- 13) Detecting cultural specific references and interpreting them in a context of appropriate cultural schemata.
- 14) Developing and using a battery of reading strategy such as scanning, skimming, detecting discourse markers, guessing the meaning of words from context and activating schemata for the interpretation of text.

In general, the fourteen reading skills above can be classified into the six big categorizations: identifying the structure of a text, identifying the context of the text, identifying the meaning, recognizing the reading speed, identifying the communicative functions, and applying the reading strategies.

d. Effective Strategy of Teaching Reading

In teaching reading, the teachers need to help the students comprehend the texts. The teachers can accomplish this by encouraging the students to use effective reading strategies in comprehending texts because reading comprehension strategies are tools that the readers can use to solve the comprehension problems they encounter in texts (Moreillon, 2007: 10). This means that when readers read texts, they need to use certain strategies in reading to comprehend the texts. In addition, Janzen (1996) in Farrell (2002: 20) states that reading strategies refer to how readers make sense of what they read and do when they do not understand something in a text. This means that readers can comprehend the text if they know the appropriate strategies they can use in reading. To know the appropriate strategies being used, the readers need to be taught or trained by the teacher. As Farrell (2002: 21) suggests, effective reading strategies can be taught and learners can improve their reading comprehension by being trained to use effective reading strategies. It implies that the teacher has important role in teaching effective reading strategies to the students.

Therefore, in order to teach or train the students in using the strategies, there are some principles the teacher should do during the class. Farrell (2002: 22) proposes some of the principles that include: the teacher should explain why a strategy should be learned, the teacher should explain how to effectively use the strategy, and the teacher should point out to the students when and where a strategy should be used. In line with this, Bransel and Rosinski (2008: 82) point out that teacher should also provide plenty of opportunities for students so that

they can practice and eventually use the strategies independently. They also add that teachers can help students read more effectively by helping them to involve actively in the reading process, building their understanding of what they are reading with questions and activities, and modeling the strategies that effective readers use when they read the text (Bransel and Rosinski, 2008 : 106).

Based on the previous explanation, the teachers have important role in order to help the students to become effective readers. One of the characteristics of effective readers is, as Lems, et al. (2010: 172) propose, that they can employ effective strategies which help them read different kinds of texts for a variety of purposes. They add that once the readers know how to activate and effectively use a set of strategies, they can apply them to new texts and new tasks. It implies that to become effective readers, the students should be able to use effective reading strategies that will help them comprehend the text better.

Another strategy the reader can use in comprehending the text is questioning. Boardman, et al. (2007 :108) propose that one of the most effective reading strategies the students can learn to apply both during and after reading is questioning. They explain that smart questioning is an essential feature of assessing reading comprehension and a tool for extending understanding of what was read. Asking good questions that engage and involve students to promote understanding is a skill that students can have. In relation to the questioning strategy, McIntyre, et al. (2011: 124) propose a technique called Question-Answer Relationships (QAR) which can help students to ask questions. They add that this technique helps the students differentiate the types of questions they ask of text.

Students learn to identify “right there” questions in which the answer to a question is explicitly stated in the text. They recognize “think and search” questions, which have answers in the text that require searching and some inferencing. While in “on my own” questions, students generate the questions with their background knowledge.

Next strategy which is identified to be effective strategy in reading comprehension is using a graphic organizer. Bouchard (2005: 80) explains that a graphic organizer can provide a visual representation of how the text is organized. It is also an efficient and useful tool for the teacher in teaching text structure to students. In line with this, Grabe (2009: 213) mentions that graphic organizers help students recognize text structure and emphasize the main concepts and their relations with supporting information. He adds that students comprehend the text better if they know how information in text is organized. It means that by using graphic organizer students can improve their comprehension because they know how the text is organized. Therefore, the teacher needs to give appropriate types of graphic organizer for students to practice recognizing text structure. As Lems, et al. (2010: 178) suggest, when teachers carefully choose the appropriate graphic organizer for reading assignment, they are making the reading task more manageable for their students.

Referring to the explanations above, it can be concluded that effective reading strategies can be taught to students. The teachers then have important role to make sure that the students can use the reading strategies independently.

Therefore, some effective reading strategies which can help the students improve their comprehension are needed by the teacher and the students.

e. Teaching Reading in Junior High School

One mission of teaching is to render the complex and difficult materials to be understandable and manageable (Sadoski, 2004: 2). Teaching reading aims at helping the learners or students to derive meaning from the word combinations in the text and to do this in a consecutive fashion at a reasonable speed without vocalizing what is being read. He states that the teaching of reading is not always dominated by the teacher and the students, but can also be dependent on the programs or materials (Sadoski, 2004: 10)

In Indonesia, English teaching and learning especially the teaching of reading is based on the National Standard of Curriculum (SBC) or *Kurikulum Tingkat Satuan Pendidikan* (KTSP). The curriculum is developed based on the UU RI No.20/2003 chapter 36, the Education Ministry Decree No.22/2006 and the Education Ministry Decree No.23/2006. The curriculum implements the School-Based Curriculum. The School-Based Curriculum is a curriculum which is developed based on each unit of educational institutions, the local/school potentials, the local/school characteristics, the socio-cultural conditions of the area, and the learners' characteristics.

The objective of teaching English in junior high schools aims at making the students be able to communicate in English in both spoken and written forms. Teaching junior high school students is not a simple and easy work. The students

of junior high schools are including to the young adults or teenagers (Brown, 2001:92). Izzaty (2008: 123) identifies the students of junior high schools as the adolescence. Adolescence comes from the latin word “*asolecere*” which means grows. In this age, the learners’ interests of reading are on the hill. Piaget in Izzaty, et al. (2008: 35) states that the adolescence learner is in the stage called formal operational where they begin to develop their ability in being a natural conceptual learner and hypothetical thinker. They begin to have a critical and logic thinking. They begin to employ symbols in learning. Because of these special characteristics, we should pay much attention in choosing the appropriate program and techniques. Marsh in Izzaty, et al. (2008) suggests the teacher to employs appropriate strategies in handling learners at this age as follows:

- 1) Using the concrete and contextual materials.
- 2) Employing some visual media and techniques.
- 3) Providing the understandable models.
- 4) Providing the brief and well organized instructions.
- 5) Providing the real tasks and activities in learning.

Referring to the School-Based Curriculum, the area of reading for junior high schools includes the ability of understanding written texts to reach the functional level of literacy and the ability to understand many kinds of short functional texts, narrative texts, and recount texts. Meanwhile, the standard competence of reading for grade eight students of junior high schools in the first semester is targeted the students at comprehending meaning of the short functional and simple essays in the form of narrative and recount to interact with the environment. The basic competences of reading for grade eight students of junior high schools in the second semester include:

- 1) Reading aloud the functional texts and short simple essays in the form of narrative and recount text which are related to the nearest surrounding using an acceptable pronunciations, stresses and intonations.
- 2) Responding to the meaning which is contained in short simple functional written texts which are related to the nearest surrounding, accurately, fluently and acceptably.
- 3) Responding to the meaning and the rhetorical steps of short simple essay in the form of recount and narrative texts which are related to the nearest surrounding, accurately, fluently and acceptably.

In the second semester, the eight grade students of junior high schools are also supposed to do some activities. These are the following activities:

- 1) Reading aloud and meaningful the functional text/ essay in the form of narrative and recount text.
- 2) Identifying the textual meaning of the narrative and recount text.
- 3) Identifying the reference word in the narrative and recount text.
- 4) Identifying the specific information from the functional text.
- 5) Identifying the social function of the short functional text.
- 6) Identifying the language characteristic of the short functional text.
- 7) Identifying the communicative function of the narrative and recount text.
- 8) Identifying the rhetorical steps of the narrative and recount text.
- 9) Identifying the language characteristic of the narrative and recount text.

The activities of reading in junior high schools aim at developing the students' reading ability. The activities are done by using various kinds of reading materials which are taken from the text books. The teachers select the materials which are appropriate to the students' level. There are 2 types of texts which are taught in the reading class of junior high schools in the second semester. The texts are the short functional texts and the essay texts. The short functional texts include the invitation, announcement, and short message texts. The essay texts are the narrative and the recount texts.

2. Graphic Organizers

a. Definitions of Graphic Organizers

Graphic organizers come in many varieties and have been widely researched for their effectiveness in improving learning outcomes for various students (Hall and Strangman, 2002). Graphic organizers are a visual representation of the material. The organizer assists the student in brainstorming and/or organizing information to make it easier to understand how ideas connect. Graphic organizers also create a connection between different ideas, allowing a student to grasp how large concepts work together.

Hall and Strangman in 2002 have stated that a graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams.

Before instruction, graphic organizers are used to understand the level of the students in terms of the content. During instruction, graphic organizers allow students to approach the content cognitively because they assist thinking. It also allows students to construct maps that are appropriate to their learning styles. After instruction, they help students as a summarization tool or technique and they help the students to understand their improvement in terms of understanding passage. If a student can connect prior knowledge with what was learned and identify relationships between those ideas, it means graphic organizers have successfully assisted them in the course of their learning process.

Drafke in 1993 defines graphic organizer as a diagram or illustration of a written or oral statement. Examples include matrices, hierarchies, and continua. The goal in using graphic organizers is to organize ideas and examine relationships. In doing so, people engage more of their core thinking skills and process information more intensely, improving long term recall. Graphic organizers are especially helpful to average, underachieving, and struggling learners. The process of reviewing information and organizing it appears to help learners arrange the material in their minds.

Graphic organizers are wonderful tools to help students transition from the knowing what to knowing why. They provide the structural knowledge needed to bridge the gap between the two, thus allowing the students to move the information from their working memory to their long term memory. For information to be successfully stored into long term memory, we need to be able to elaborate, classify, and organize the information. This is the main idea and purpose of graphic organizers.

b. Types of Graphic Organizers

Graphic organizers are visual tools which illustrate information in many ways. They can be drawn free-hand or printed which can be applied with the combination of words, phrases, or sentences with numbers, webs, diagrams, shapes, graphics, pictures, or multiple colors. Baxendell in Hanson (2002) suggest

that graphic organizers come in many different formats, such as cause-and-effect diagrams, compare-and-contrast diagrams, sequence charts, and main-idea-and-detail charts. The elaboration of each format is presented below:

1) Cause-and-effect Diagrams

Cause-and-effect diagrams help students to visualize the relationship between a cause and an effect. The diagrams are used to explain how something happened. This format aids in transferring target-language learning to application, aids in predicting with accuracy, develops the ability to identify the causes and effects of decisions, and aids in clarifying positive and negative statements. In addition this format comes in various types, such as problem-solution map, sequential episodic map, fishbone map, etc.

2) Compare-and-contrast Diagrams

Compare-and-contrast diagrams helps students to visualize similarities and differences across main idea. This format is used to present a main idea with its supporting details along one stand in the diagram which is then contrasted with the opposing main idea. Besides, the ideas can be compared and contrasted point by point across main idea. Compare-and-contrast diagrams can be used to compare and contrast any two things, characters, events, stories, etc. Moreover, this format comes in many varieties, such as compare-and-contrast matrix, comparative-and-contrastive map, venn diagram, etc.

3) Sequence Charts

Sequence charts are used to illustrate a series of events. They flow in one direction, and are often connected by arrows and numbered boxes or other shapes

to ensure clear understanding of the relationships of the sequence of events. Sequence charts come in various types, such as series of events chain, flowchart, timeline, story map, 5 W's diagram, etc.

4) Main-idea-and-detail charts

This format helps students to visualize how ideas are connected and how knowledge is organized, help students using and sharing their prior linguistic knowledge, and help students identifying patterns of information. This format comes in many varieties, such as character map, cluster diagram, spider diagram, sketch, etc.

c. Benefits of Graphic Organizers in Reading

Using graphic organizers is a beneficial way to help students make the connection between prior knowledge and new knowledge. Graphic organizers are also important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information. Gardner's theory of multiple intelligences as cited in McKnight (2010), posits that students are better able to learn and internalize information when more than one learning modality is employed in an instructional strategy. Because graphic organizers present material through the visual and spatial modalities (and reinforce what is taught in the classroom), the use of graphic organizers helps students internalize what they are learning.

Graphic organizers are representations, pictures or models used for processing textual information. They facilitate understanding of knowledge when

there is a large amount of information to work with, in a given limited time (Liliana, 2009). There are various benefits of graphic organizers. In reading comprehension, they assist learners to:

- 1) Clarify and organize information into categories (main idea, supporting details, topic sentence, facts, opinion, etc).
- 2) Organize information in a paragraph for better understanding.
- 3) Construct meaning of difficult words and sentence dividing into lexias.
- 4) Understand the context by associating with prior knowledge.
- 5) Identify conceptual and perceptual errors that may occur in the course of reading a passage.

It can be concluded that graphic organizers are one of the effective teaching and learning strategy in the improvement of reading instruction. Graphic Organizers help students in identifying the required information from the material, classifying or arranging them in templates which are creatively constructed by the students themselves and they also guide students in drafting similar information in a different context.

B. Relevant Research Studies

Liliana (2009) investigated Graphic Organizers as ‘instruments of representation, illustration and modeling of information’. Her investigation also examined the use of graphic organizers in educational practice for building and systematizing knowledge. This investigation concluded that graphic organizers help learners in understanding the content of the text by classifying and modeling ideas in the text.

Jiang and Grabe (2007) have researched a number of generic forms of graphic representations such as definitions, compare and contrast, cause and effect, process and sequence, etc that apply to regularly recurring text structures. Outcomes of this review included a focus on graphic organizers that more closely reflect the discourse organization of the text, leading to more consistent representation of major text structures.

Williams et al. (2005) studied that incorporation of graphic organizer in the comprehension of expository reading texts. This study investigates the effectiveness of an instructional program designed to teach 2nd graders how to comprehend compare-contrast expository text. Along with introducing new content (animal classification), the program emphasizes text structure using a graphic organizer, and through the close analysis of specially constructed exercise paragraphs. Students were able to demonstrate transfer to uninstructed compare-contrast texts though not to text structures other than compare-contrast. Moreover, the text structure instruction did not detract from their ability to learn new content. The results provide evidence that explicit instruction in comprehension is feasible and effective as early as the 2nd grade.

From the result of the researchers above, the researcher suppose that the use of graphic organizers can affect the students' reading comprehension ability.

C. Conceptual Framework

As what have been discussed before, a strategy is one of the elements which affects the English teaching and learning process especially in reading. The selection of the appropriate strategy is essential in determining the success of its process. The appropriate strategy can influence the student's reading comprehension abilities.

Graphic organizers is designed as a creative and effective strategy of taking note which allows greater creativity of recording ideas and information and associating it into visual representations. Graphic organizers are especially helpful to average, underachieving, and struggling students. The process of reviewing information and organizing appears to help students arrange the material in their minds.

As stated above, the choice of appropriate strategy is essential in determining the success of reading teaching and learning process. There are many characteristics of the effective strategy in the reading class. They are creating mental notes and summaries, noting the structure and organization of the text, employing visualization, using graphic and semantic organizer and also applying the effective motivating and encouraging strategies.

In this case, the graphic organizers can arouse the students' attitudes and motivation in learning. This strategy is intrinsically motivating to junior high school students since it employs pictures, color, associations and other visual aids. The activity which is included in graphic organizers will also increase students' reading strategy.

Meanwhile, the non-graphic organizers (discussion) are considered less effective than the graphic organizers because the students' knowledge and skills in the control group are not completely explored. This happens because there is no new reading strategy that is implemented in the teaching reading so the students' motivation becomes low.

With regards to this consideration above, a conceptual framework is constructed on the relationship between students' reading comprehension and the effects of the use of graphic organizers. This conceptual framework aims at focusing the research study on the problem concerned. The implementation of the strategy involves the researcher, the English teacher and the students of grade VIII of MTsN Yogyakarta 1 in the academic year of 2012/2013.

D. Hypothesis

With regard to the above stated theories, the hypothesis of the study is formulated that there is a significant difference in the reading comprehension ability of the students who are taught by using of graphic organizers and those who are taught without using it.

CHAPTER III RESEARCH METHODS

A. Research Design

This research is categorized as a quasi-experimental study. The characteristic of a quasi-experimental study is that it includes the pre-test and post-test design and the experimental and control groups but excludes the random assignment. The random selection or random assignment of the participants is quite impracticable. A quasi-experimental study assigns the participants to the experimental and control groups by a method other than random assignment (Lapp and Fisher, 2011: 402).

The design which was used in this research is an intact group of pre-test and post-test design. The principle of the design is that there are two identical groups which are selected, one of which is given a special treatment and the other is not. In this study, the experimental group got graphic organizers as treatment and the control group got no graphic organizers as treatment. The research also belongs to a quantitative study in which the researcher decides what to study, asks in specific, limits questions, collects scientific data from participants, analyzes the data by using statistics, and conducts the analysis in an objective manner. The design can be visualized as follows:

Table 2: **Design of the Study**

Sample	Class	Pre Test	Treatment	Post Test
S	C	O1	Non-Graphic Organizers	O2
S	E	O1	Graphic Organizers	O2

in which:

- S : Sample
- C : Control class
- E : Experimental class
- O1 : Students' Pre-test score
- O2 : Students' Post-test score

B. Research Variables

There were two variables in the research namely the independent variable and the dependent variable. The independent variable is the variable that is controlled by the researcher. The dependent variable is the variable that is measured by the researcher. The independent variable is the cause and the dependent variable is the effect. The independent variable of the research was the treatments (graphic organizers) whereas the dependent variable of the research was the students' reading comprehension ability.

C. Research Population and Sample

The population of the research was grade eight students of MTsN Yogyakarta 1 in the academic year of 2012/2013. There were five classes. They were Class VIIIA, VIIIB, VIIIC, VIII D, and VIII E. The total number of the students was 180 students. Table 3 below describes the population of the research.

Table 3: The Population of the Research

No	Class	The Number of Students
1	VIII A	36
2	VIII B	36
3	VIII C	36
4	VIII D	36
5	VIII E	36
Total Number		180

In the study the researcher selected two classes as the sample, one as the experimental group and one as the control group. Table 4 shows the specification of the sample. The sample of the study was chosen by using the random cluster sampling. Class VIII D was chosen as the experimental group and was given the treatment of graphic organizer in their reading class. Class VIII E was chosen as the control group and had the usual reading class which applied the traditional technique in their teaching and learning of reading.

Table 4: The Sample of the Research

No	Class	The Number of Students
1	VIII D	36
2	VIII E	36
Total Number		72

D. Research Instrument

The research instrument which was used in this study is the reading comprehension test in the multiple choice form. The test was divided into two stages (pre-test and post-test). The pre-test and the post-test were given to both experimental and control groups. The pre-test was given to both groups before the treatment whereas the post-test was given to both groups after the treatment. The two tests were set in the form of multiple choice questions.

1. Validity of the Instrument

Validity is defined as how well a test measures what it is designed to measure. According to the Standards for Educational and Psychological Testing in Kurpius and Stafford (2006: 141), the process of validation involves the process of accumulating evidence to provide a sound scientific basis for the proposed score interpretation. The evidence of validity is related to the accuracy of the proposed interpretation of the test scores, not the test itself. However, a valid result is gained from a valid instrument. A valid instrument is the instrument which is able to test what should be tested. It means that the instrument can explain the data from the variables which are accurately researched. There were three kinds of validity applied in this research. They were content validity, construct validity and item validity.

a. Content Validity

To meet the content validity, a test developer typically writes the test items which reflect a specific content domain (Kurpius and Stafford, 2006:147). The content validity of an educational test should include items that assess the content covered in the class. In this study, the reading comprehension test was developed in reference to the materials which were based on the standard competences and the basic competences of the School Based Curriculum of the eight grade of MTsN Yogyakarta 1 in the second semester of the academic year of 2012-2013. Table 5 below describes the reading competences of grade 8 junior high school in the second semester.

Table 5: The Reading Competences of Grade Eight of Junior High School in the second Semester

Standard of Competence	Basic Competences	Indicators
Reading 11. Comprehending meaning of the short functional and simple short essays in the form of recount and narrative to interact with the environment	<p>11.2. Responding to the meaning which is contained in short simple functional written texts which are related to the nearest surrounding, accurately, fluently and acceptably.</p> <p>11.3. Responding to the meaning and the rhetorical steps of short simple essay in the form of recount and narrative texts which are related to the nearest surrounding, accurately, fluently and acceptably.</p>	<p>1) Identify the specific information of the short functional text</p> <p>2) Identify the social function of the short functional text</p> <p>3) Identify the language characteristics of the short functional text</p> <p>1) Identify the main topic of recount and narrative texts</p> <p>2) Identify the textual meaning of recount and narrative texts</p> <p>3) Identify the rhetorical steps of recount and narrative texts</p> <p>4) Identify the social function of recount and narrative texts</p> <p>5) Identify the language characteristics of recount and narrative texts</p>

b. Construct Validity

Table 6 describes the detail of the reading comprehension ability in the reading comprehension test items according to the Bloom' taxonomy.

Table 6: **The Item Distribution of the Reading Comprehension Test in reference to Cognitive Level of Bloom' Taxonomy**

Cognitive Level	Cognitive level						Total
Indicators	R	U	App	An	E	C	
Finding the main idea of the text				11, 40			2
Finding the topic of the text		1, 10, 28, 35					4
Identifying the main Information	5, 6, 8, 9, 16, 17, 25, 27, 29, 31, 36, 39, 41, 43						14
Deducing meaning of unfamiliar lexical items			7, 14, 19, 24, 30, 32, 42				7
Making inferences						22, 26, 37	3
Understanding References			3, 15, 23, 45				4
Critical reading:							
a. The writer's purpose		34					1
b. The writer's attitude		13, 44					2
c. Genre						2,18,21,33	4
d. Organization						4, 12	2
Summarizing				20, 38			2
Total	14	7	11	4		9	45

R : Remembering
 U : Understanding
 App : Applying

An : Analyzing
 E : Evaluating
 C : Creating

c. Item Validity

To know whether the test was applicable or not, it was tested by trying out the reading comprehension test to the population outside the sample of the research. The result of the tryout was then used to measure the validity of the test items. The tryout of the reading comprehension test was carried out on March 2nd, 2013 to Class VIIC of MTsN Yogyakarta 1. Class VIII C was chosen as the validation group. The number of the students in Class VIII C is 36 students. The reading comprehension test was in the form of multiple choice questions, so that the researcher used the Point Biserial formula to examine the item validity of the reading comprehension test. Otherwise, the score of the test was calculated by using the Microsoft Excel 2010 computer program. There are some categories of how a test item is categorized as a good test item. Table 7 presents the category based on Ebel and Frisbie (1991).

Table 7: **The Categorization of the Test Items**

Point Biserial	Category
>0.40	Very good
0.30 – 0.39	Good
0.20 – 0.29	Need Some Revision
< 0.19	Bad

There were 45 items in the tryout test. After the tryout test was conducted, the result of the computation showed that there were 5 items that were not valid. The items were number 6, 10, 21, 33 and 43. For the invalid items, the researcher dropped those items. After that, he reduced the rest of the test items into 40 numbers. The computation is enclosed in Appendix 3.

2) Reliability of the Test

Reliable means consistent and stable. Reliability can be defined as the trustworthiness or the accuracy of a measurement (Kurpius and Stafford, 2006:121). A test is reliable when the same test given to the same subjects matched subjects on the two different occasions should yield similar result. The reliability test should be carried out before the reading comprehension test is given to the subject of the research. To examine the reliability the researcher applied the Kuder Richardson 20 (KR20). It was carried out by using the SPSS computer program version 16.00 for windows.

Meanwhile, to determine the level of instrument reliability, the norm of categorizing the correlation coefficient will be employed. The following practical rule below is the norm proposed by Suharto (2006: 84).

Table 8: Value of the Reliability Coefficient

No	Reliability Coefficient	Category
1	0.800 – 1.000	Very high
2	0.600 – 0.799	High
3	0.400 – 0.599	Fair
4	0.200 – 0.399	Low
5	0.000 – 0.199	Very low

(Suharto, 2006: 84)

From the computation, it was clear that the reliability coefficient of the reading comprehension test was 0.871. Based on Table 8 above, it can be concluded that the reading comprehension test with $r = 0.871$ has a very high reliability. The computation is enclosed in Appendix 3.

E. Data Collecting Method

After validating the reading comprehension test, the researcher conducted the pre-test to know the students' reading comprehension ability before the graphic organizers treatment. Both experimental group and control groups received the same pre-test. The pre-test was conducted in Class VIII D (the experimental group) on March 5th, 2013 and on Class VIII E (the control group) on March 6th, 2013.

After the pre-test, the treatment was implemented. It was done on March 7th, 2013 until May 4th, 2013. The treatment was implemented in 6 meetings and had 90 minutes of duration for each. After that, the post test was done in 2 days on May 7th, 2013 for Class VIII D and May 8th 2013 for Class VIII E. Both experimental group and control groups received the same post-test. Table 9 describes the research time schedule.

Table 9: **The Research' Time Schedule**

No.	Research' Schedule	Class	Activity
1.	Saturday, Mar 2, 2013	VIII C	The Tryout of Instrument
2.	Tuesday, Mar 5, 2013 Wednesday, Mar 6, 2013	VIII D VIII E	The Pre-test
3.	Thursday, Mar 7, 2013	VIII D	The Treatment
4.	Saturday, Mar 9, 2013	VIII E	
5.	Wednesday, Mar 13, 2013	VIII D	
6.	Thursday, Mar 14, 2013	VIII E	
7.	Tuesday, Apr 9, 2013	VIII D	
8.	Wednesday, Apr 10, 2013	VIII E	
9.	Wednesday, Apr 10, 2013	VIII D	
10.	Thursday, Apr 11, 2013	VIII E	
11.	Thursday, Apr 11, 2013	VIII D	
12.	Saturday, Apr 13, 2013	VIII E	
13.	Thursday, May 2, 2013	VIII D	
14.	Saturday, May 4, 2013	VIII E	
15.	Tuesday, May 7, 2013 Wednesday, May 8, 2013	VIII D VIII E	The Post-test

F. Data Analysis Technique

To analyze the data, the researcher used two kinds of statistics. They were the descriptive and the inferential statistics. Before the the descriptive and the inferential statistics were explained, the next explanation provided the categorization of students' reading comprehension mastery based on the ideal mean and the ideal standard of deviation.

1. Data Categorization of Reading Comprehension Ability

Categorization is needed to determine the data distribution of the students reading comprehension of pre-test and post-test result. According to Sukardjo (2010: 99) the ideal mean is $\frac{1}{2} \times (\text{maximum score} + \text{minimum score})$ from the

highest possible score and the ideal standard deviation is $\frac{1}{6} \times (\text{ideal maximum score} - \text{ideal minimum score})$.

There were 40 items in the reading comprehension test. The correct answer was scored 2.5 and the false answer was scored 0. The maximum score was 100 and the minimum score was 0. From the formula, the researcher found that the ideal mean was $\frac{1}{2} \times (100 + 0) = 50$. The ideal standard deviation was $\frac{1}{6} \times (100 - 0) = 16.66 \approx 16.7$. Then, the ideal values were used to know the categorization score of students' reading comprehension ability. Finally, Table 10 describes the categorization of students' reading comprehension ability.

Table 10: The Categorization of Students' Reading Comprehension Ability

Scores	Category
83.4 – 100.0	Excellent
66.7 – 83.3	Very Good
50.0 – 66.6	Good
33.3 – 49.9	Fair
16.6 – 33.2	Poor
0.0 – 16.5	Very Poor

2. Descriptive Statistics

The descriptive statistics aimed at describing the result of the data. It employed the result of the mean and the standard deviation of the scores. The statistics used are the mean and the standard deviation. The mean was the total of all scores or sum of all scores divided by the number of the scores. It was used to know the position of the group, whether it is in high or low position. The standard deviation was the average variability of all scores around mean.

3. Inferential Statistics

The inferential statistics were used to test the hypothesis of the study. The hypothesis testing which was used in this research is the Analysis of Covariance (ANCOVA) test. Before the test of ANCOVA was applied, however the pre analysis testing should be employed to investigate whether the data distribution is normal and the sample of variances is homogenous. The pre analysis included the normality and homogeneity test.

a. Test of Normality

The normality test aimed at knowing whether or not the data distribution of the responses in the population met the normal distribution requirement. The test was done by using the Kolmogorov Smirnov test and was carried out by using the SPSS computer program version 16.0 for windows. Theoretically, if the value of p is greater than 0.05, the data distribution is normal. If it is below 0.05, the data significantly deviate from the normal distribution.

b. Test of Homogeneity

The test of homogeneity aimed at knowing whether or not the sample variance was homogeneous, that was whether the scores of one group have homogeneous variances with the scores of the other groups or not. The research used the Levene-test. This test was carried out by using the SPSS computer program version 16.0 for windows.

c. Test of Hypothesis

The test of the hypothesis was used to see whether or not there was a significant difference in the reading comprehension ability of grade eight students of MTsN Yogyakarta 1 who are taught by using graphic organizers and those who are taught without using it. Here, the Analysis of Covariance (ANCOVA) was applied. According to Fraenkel and Wallen (2008), ANCOVA is used when, for example, there are groups who are given pre-test related in someway to the dependent variable and their mean scores on the pre-test are found to differ. To know the influence of using graphic organizers on the students' reading comprehension ability, the researcher used another variable that might have influence it. The variable which was used in this research (covariate) was the scores of the pre-test. The pre-test scores were considered to reflect the students' reading comprehension ability before the treatment. The covariate was used to control the effect of graphic organizers on the students' reading comprehension ability. This test was carried out by using the SPSS computer program version 16.0 for windows.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings of the study that are organized into three sections, namely (1) Descriptive Analysis, (2) Inferential Analysis, (3) Discussion. The descriptive analysis describes the results of the reading comprehension test. The inferential analysis describes the pre-test analysis and the post-test analysis, whereas the discussion describes the result of the hypothesis testing. To analyze the data, the researcher used the SPSS program version 16.00 for windows.

A. Descriptive Analysis

The descriptive analysis explains the results of the test. There were two tests which have been administered in this research (the pre-test and the post-test). In the descriptive analysis, the researcher describes the data scores of the students who were taught by using graphic organizers (the experimental group; Class VIII D) and those who were taught without using graphic organizers (the control group; Class VIII E). The data mainly involve the mean and the standard deviation of the students' scores of the experimental and the control groups.

1. The Statistical Data of the Experimental Group

The data of the experimental group (Class VIII D) describes the pre-test score, the post-test score and the comparison between the pre-test score and the post-test score of the students of the experimental group.

a. The Data of Pre-test Scores of the Experimental Group

The pre-test of the experimental group (Class VIII D) was done on Tuesday, March 5th, 2013. The pre-test was done before the graphic organizers treatment was applied. Table 11 shows the information about the categorization of the students' reading comprehension ability based on the pre-test score of the experimental group.

Table 11: The Categorization of the Students' Reading Comprehension Ability based on the Pre-test Scores of the Experimental Group

Class Interval	Number of the Students	Percentage (%)	Category
83.4 – 100.0	-	-	Excellent
66.7 – 83.3	14	38.9 %	Very Good
50.0 – 66.6	22	61.1 %	Good
33.3 – 49.9	-	-	Fair
16.6 – 33.2	-	-	Poor
0.0 – 16.5	-	-	Very Poor
Total	36	100	

Based on the table of categorization above, there are 22 students (61.1%) who are categorized into the good category and 14 students (38.9%) who are categorized into the very good category. None of the students' scores are classified under the ideal mean score (0%). This means that all of the students' scores are above the ideal mean score (100%). Table 12 presents the descriptive analysis of the pre-test scores of the experimental group.

Table 12: The Descriptive Analysis of the Pre-test Scores of the Experimental Group

Mean	SD	Median	Mode	Max Score	Min Score	Range
65.42	4.91	65	65	77.5	55	22.5

The data of the pre-test score of the experimental group show that the maximum score is 77.5 and the minimum score is 55. The mean score of the pre-test score of the experimental group is 65.42, the median is 65 and the standard deviation is 4.91. The mean score of the experimental group was higher than the ideal mean score ($65.42 - 50.00$). Based on the table of categorization of the pre-test score, the mean score of the experimental group is between 50.0 – 66.6. It can be said that the reading comprehension ability of the experimental group before the applying of graphic organizers treatment is at the good category.

b. The Data of Post-test Scores of the Experimental Group

The post-test of the experimental group (Class VIII E) was done on Tuesday, May 7th, 2013. The post-test was done after applying the graphic organizers treatment. Table 13 shows the information about the categorization of the students' reading comprehension based on the post-test score of the experimental group.

Table 13: The Categorization of the Students' Reading Comprehension Ability based on the Post-test Scores of the Experimental Group

Class Interval	Number of the Students	Percentage (%)	Category
83.4 – 100.0	5	13.9 %	Excellent
66.7 – 83.3	31	86.1 %	Very Good
50.0 – 66.6	-	-	Good
33.3 – 49.9	-	-	Fair
16.6 – 33.2	-	-	Poor
0.0 – 16.5	-	-	Very Poor
Total	36	100	

Based on the table of categorization above, there are 31 students (86.1%) who are categorized into the very good category and 5 students (13.9%) who are categorized into the excellent category. None of the students' scores are classified under the ideal mean score (0%). This means that all of the students' scores are above the ideal mean score (100%). Table 14 presents the descriptive analysis of the post-test score of the experimental group who was taught by using graphic organizers.

Table 14: The Descriptive Analysis of the Post-test Scores of the Experimental Group

Mean	SD	Median	Mode	Max Score	Min Score	Range
78.54	4.76	77.5	77.5	90	70	20

The data of the post-test score of the experimental group show that the maximum score is 90 and the minimum score is 70. The mean score of the post-test score of the experimental group is 78.54, the median is 77.5 and the standard deviation is 4.76. The mean score of the experimental group was higher than the ideal mean score (78.54 – 50.00). Based on the table of categorization of the post-test scores of the experimental group, the mean score of the experimental group is between 66.7 – 83.3. It can be said that the reading comprehension ability of the experimental group after applying the graphic organizers treatment is at the very good category.

c. The Comparison between the Pre-test and the Post-test Scores of the Experimental Group

Table 15 below describes the data of the pre-test and post-test scores of the students of the experimental group (Class VIII D). The statistical data presents

the information of the number of cases, the sum of scores, the mean, and the standard deviation of the pre-test and post-test scores of the experimental group.

Table 15: The Statistical Data of the Pre-test and the Post-test Scores of the Students of Experimental Group

Data	Pre-test	Post-test
Number of cases	36	36
Sum of scores	2355	2827.5
Mean	65.42	78.54
SD	4.91	4.76

From the statistical data above, it can be seen that the mean score of the pre-test and the post-test increases from 65.42 to 78.54 or increased 13.12 point. If it is consulted to the table of categorization then it is clear that after the implementation of the graphic organizers treatment, the reading comprehension ability of the experimental group improved from the good category to the very good category. Based on the Standard Deviation (SD), the experimental group standard deviation decreased from 4.91 to 4.76 or decreased 0.15 point. It indicates that the variation of data around mean is more homogeneous.

2. The Statistical Data of the Control Group

The data of the control group (Class VIII E) describes the pre-test scores of the control group, the post-test scores of the control group, and the comparison between the pre-test scores and post-test scores of the control group who were taught without using the graphic organizers treatment

a. The Data of Pre-test Scores of the Control Group

The pre-test of the control group (Class VIII E) was done on Wednesday, March 6th, 2013. Table 16 gives information about the categorization of the students' reading comprehension based on the pre-test scores of the control group.

Table 16: The Categorization of the Students' Reading Comprehension Ability Based on the Pre-test Scores of the Control Group

Class Interval	Number of the Students	Percentage (%)	Category
83.4 – 100.0	-	-	Excellent
66.7 – 83.3	7	19.4 %	Very Good
50.0 – 66.6	29	80.6	Good
33.3 – 49.9	-	-	Fair
16.6 – 33.2	-	-	Poor
0.0 – 16.5	-	-	Very Poor
Total	36	100	

Based on the categorization, there are 29 students (80.6%) who are categorized into the good category and 7 students (19.4%) who are categorized into the very good category. None of the students' scores are classified under the ideal mean score (0%). This means that all of the students' scores are above the ideal mean score (100%). Table 17 illustrates the descriptive analysis of the pre-test score of the control group who was taught without using graphic organizers.

Table 17: The Descriptive Analysis of the Pre-test Scores of the Control Group

Mean	SD	Median	Mode	Max Score	Min Score	Range
63.40	4.23	62.5	62.5	75	55	20

The data of the pre-test score of the control group show that the maximum score is 75 and the minimum score is 55. The mean score of the pre-test score of

the control group is 63.40, the median is 62.5 and the standard deviation is 4.23. The mean score of the control group was higher than the ideal mean score (63.40 – 50.00). Based on the table of the categorization of the pre-test score, the mean score of the control group is between 50.0 – 66.6. It can be said that the reading comprehension ability of the control group is at the good category.

b. The Data of Post-test Scores of the Control Group

The post-test of the control group (Class VIII E) was done on Wednesday, May 8th, 2013. Table 18 shows the categorization of the students' reading comprehension ability based on the post-test scores of the control group who were taught without using graphic organizers.

Table 18: The Categorization of the Students' Reading Comprehension Ability Based on the Post-test Scores of the Control Group

Class Interval	Number of the Students	Percentage (%)	Category
83.4 – 100.0	-	-	Excellent
66.7 – 83.3	23	63.9 %	Very Good
50.0 – 66.6	13	36.1 %	Good
33.3 – 49.9	-	-	Fair
16.6 – 33.2	-	-	Poor
0.0 – 16.5	-	-	Very Poor
Total	36	100	

Based on the table of categorization above, there are 13 students (36.1%) who are categorized into the good category and 23 students (63.9%) who are categorized into the very good category. None of the students' scores are classified under the ideal mean score (0%). This means that all of the students' scores are above the ideal mean score (100%). Table 19 illustrates the descriptive

analysis of the post-test scores of the control group who was taught without using graphic organizers.

Table 19: The Descriptive Analysis of the Post-test Scores of the Control Group

Mean	SD	Median	Mode	Max Score	Min Score	Range
68.12	4.94	67.5	67.5	82.5	60	22.5

The data of the post-test scores of the control group shows that the maximum score is 82.5 and the minimum score is 60. The mean score of the post-test score of the control group is 68.12, the median is 67.5 and the standard deviation is 4.94. The mean score of the control group was higher than the ideal mean score (68.12 – 50.00). Based on the table of the categorization of the post-test score of the control group, the mean score of the control group is between 66.7 – 83.3. It can be said that the reading comprehension ability of the control group taught without using graphic organizers is at the very good category.

c. The Comparison between the Pre-test and Post-test Scores of the Control Group

Table 20 below describes the statistical data of the pre-test and post-test scores of the students of the control group (Class VIII E) who were taught without using graphic organizers treatment. The statistical data presents the information of the number of cases, the sum of scores, mean and standard deviation of the pre-test score and post-test score of the control group.

Table 20: The Statistical Data on Pre-test and Post-test Scores of the Students of Control Group

Data	Pre-test	Post-test
Number of cases	36	36
Sum of scores	2282.5	2452.5
Mean	63.40	68.12
SD	4.23	4.94

From the statistical data above, it can be seen that the mean score of the pre-test and the post-test of the control group increased from 63.40 to 68.12 or increased 4.72. If it is consulted to the table of categorization then it is clear the reading comprehension ability of the control group taught without using graphic organizers improved from the good category to the very good category. Based on the Standard Deviation (SD), the experimental group standard deviation increased from 4.23 to 4.94 or increased 0.71 point. It indicates that the variation of data around mean is more heterogeneous.

B. The Inferential Analysis

To find out whether there is a significant difference on the reading comprehension ability between the students who are taught by using graphic organizers and who are taught without using it, the researcher applied the analysis of covariance (ANCOVA). Before this test was operated, the pre-analysis test was applied. The pre-analysis test included the test of normality and the test of homogeneity. The discussion of the pre-analysis test is as follows.

1. Test of Normality

The objective of the test is to find whether the distribution of the data is normal or not. The data were calculated by using the Kolmogorov-Smirnov test and was carried out by using the SPSS program version 16.00 for windows. Theoretically, the data distribution is said to be normal if the p-value is higher than 0.05. If it is below 0.05, the data is significantly deviated from a normal distribution. Table 21 and Table 22 present the results of the normality test of students' pre-test and post-test results.

Table 21: **The Normality Test Result of the Pre-test**

Group	N	Significance Level	<i>p</i>	Interpretation
Experimental group (VIII D)	36	5%	0.436	Normal
Control group (VIII E)	36	5%	0.127	Normal

Table 22: **The Normality Test Result of the Post-test**

Group	N	Significance Level	<i>p</i>	Interpretation
Experimental group (VIII D)	36	5%	0.249	Normal
Control group (VIII E)	36	5%	0.067	Normal

Based on the table above, the results are as follows:

1. The significance value obtained for the pre-test of the experimental group was 0.436. As a result, the significance value of the pre-test for the experimental group was higher than the significance level of 0.05 ($0.436 > 0.05$). The result suggests that the data of the pre-test of the experimental group had a normal distribution.

2. The significance value of the pre-test of the control group was 0.127. It means that it was also higher than the significance level of 0.05 ($0.127 > 0.05$). So, the data obtained for the pre-test of the control group had a normal distribution.
3. The significance value of the post-test for the experimental group was 0.249. It means that the significance value for the post-test of the experimental group was higher than the significance level of 0.05 ($0.249 > 0.05$). Then, the data was considered having a normal distribution.
4. The significance value obtained for the post-test of the control group was 0.067. In other words, it can be said that the significance value of the post-test for the control group was higher than the significance level of 0.05 ($0.067 > 0.05$). The result suggests that the data of the post-test of the control group had a normal distribution

In summary, the level of significance value for both the pre-test and the post-test of the experimental and the control group was higher than the significance level of 0.05. So, it could be stated that the data distribution of the students' reading ability were normal. The print out of the computation is enclosed in Appendix 3.

2. Test of Homogeneity

The homogeneity test is applied to know whether the two groups are on the same condition or whether the sample variances are homogenous or not. The test was done before and after the treatment. The analysis technique which

was employed here was the Levene test. This test was carried out by using the SPSS program version 16.00 for windows. Theoretically, the sample variances can be considered homogenous if the significance value is higher than 0.05.

Table 23: The Homogeneity Test Result of the Pre-test

Variables	W	df1	df2	<i>p</i>	Interpretation
Experimental group (VIII D)	0.964	5	27	0.457	Homogenous
Control group (VIII E)					

Table 24: The Homogeneity Test Result of the Post-test

Variables	W	df1	df2	<i>p</i>	Interpretation
Experimental group (VIII A)	0.915	4	26	0.470	Homogenous
Control group (VIII B)					

Based on Table 23 and Table 24, the values of *p* of the pre-test of both experimental and control groups are greater than 0.05, i.e. $0.457 > 0.05$. Moreover, the values of *p* of the post-test of both experimental and control groups are also greater than 0.05, i.e. $0.470 > 0.05$. Therefore, the sample variances of the pre-test and the post-test are homogenous. The test was carried out by using the SPSS program version 16.00 for windows. The print out of the computation is enclosed in Appendix 3.

3. Test of Hypothesis

After describing the data of the variables and conducting the normality and the homogeneity tests, it was found that the data distribution was normal and the

sample variances were homogenous. The researcher then did the analysis to test the hypothesis. The hypothesis is there is a significant difference in the reading comprehension ability of the students who are taught by using graphic organizers and those who are taught without using it. First of all, the hypothesis must be changed into the null hypothesis (H_0) before the hypothesis is rejected or accepted. The function of setting the null hypothesis (H_0) is to predict that the hypothesis has no legal effect on the analysis. Muijs (2004) says that the alternative hypothesis is the one that the researcher wants to be true, while the null hypothesis is the opposite. The hypothesis testing can be seen from the following explanation:

- a. Null Hypothesis (H_0): There is no significant difference in the reading comprehension ability of the students who are taught by using graphic organizers and those who are taught without using it.
- b. Alternative Hypothesis (H_a): There is a significant difference in the reading comprehension ability of the students who are taught by using graphic organizers and those who are taught without using it.

To test the hypothesis, the Analysis of Covariance (ANCOVA) was utilized since the mean score of the pre-test of both groups is different. The level of significance was set on 0.05 or 5%. If the value of level of significance is lower than 0.05, the hypothesis is theoretically accepted. Table 25 below presents the result of the analysis which was obtained by using SPSS program 16.00 for windows. The print out of the computation is enclosed in Appendix 3.

Table 25: The Result of ANCOVA on the Students' Reading Comprehension Ability

Sources	Sum of Square	df	Mean Square	F	Sig.	Statement
Adjusted Treatment	1345.215	1	1345.215	121.390	.000	Significant
Error	764.643	69	11.082	-	-	-
Corrected Total	2109.858	70	-	-	-	-

Based on the result shown in Table 25, it can be identified that the level of significance is 0.000. It can be seen that the level of significance of the graphic organizers treatment on the students' reading comprehension ability was less than 0.05, i.e. $0.000 < 0.05$ ($F = 121.390$, $p = 0.000$). Therefore, the null hypothesis (H_0) is rejected. It means that the use of graphic organizers gives a significant difference on the students' reading comprehension ability. To prove the hypothesis, the researcher also analyzed the adjusted mean. The adjusted mean was used because the score of the pre-test and the post-test of both groups was different and had to be adjusted. Table 26 describes the adjusted means of the post-test from each group.

Table 26: The Adjusted Means of the Post-test on the Control and Experimental Group

Variable	N	Post-test	Adjusted Mean
Experimental group (VIII D)	36	78.54	77.76
Control group (VIII E)	36	68.12	68.90

From the table above, it can be seen that the adjusted means of the post-test of both groups are different after the influence of covariate. The adjusted mean of the experimental group is higher than that of the control group (i.e. 77.76

> 68.90). In this case, it could be stated that the use of graphic organizers gives a significant difference on the students' reading comprehension ability. Thus, the proposed hypothesis which states "there is a significant difference in the reading comprehension ability of the students who are taught by using graphic organizers and those who are taught without using it" is accepted.

C. Discussion

The purpose of the study is to find out whether there is a significant difference in the reading comprehension ability between the students of grade eight of junior high school who are taught by using graphic organizers and who are taught without using it. In addition, the findings of the research proved that there was a significant difference in the reading comprehension ability between the students of the grade eight of MTsN Yogyakarta 1 who are taught by using graphic organizers and who are taught without using it. These findings support the theories about the contribution of graphic organizers to the students' reading comprehension.

It has been explained in chapter II that graphic organizers help the students to improve reading comprehension ability. As Liliana (2009) states, graphic organizers are representations, pictures or models used for processing textual information. They facilitate understanding of knowledge when there is a large amount of information to work with, in a given limited time. Gardner's theory of multiple intelligences as cited in McKnight (2010), proposes that students are better able to learn and internalize information when more than one

learning modality is employed in an instructional strategy. Because graphic organizers present material through the visual and spatial modalities (and reinforce what is taught in the classroom), the use of graphic organizers helps students internalize what they are learning.

The result of this study indicates that graphic organizers gives a significant difference to the students' reading comprehension ability. Referring to the result of the descriptive analysis, the post-test of both groups showed that the mean score of the experimental group was higher than that of the control group (i.e. $78.54 > 68.12$). Moreover, in the quasi-experimental study there are control variables known as the covariates that are thought to influence the dependent variable. To increase the accuracy and precision of the hypothesis, an experimental study should employ the Analysis of Covariance (Rutherford, 2001: 6).

In this study, the pre-test score of the experimental and the control groups is different. The pre-test score is thought to influence the dependent variable (the post-test score). Because of that, the Analysis of Covariance (ANCOVA) was employed. The Analysis of Covariance (ANCOVA) determines the correlation between the covariate and the dependent variable and then removes the variance associated with the covariate from the dependent variable score (Rutherford, 2001: 5). It adjusts the analysis of variables that could not be controlled by the researcher.

The result of the ANCOVA test shows that the value of significance is lower than 0.05, i.e. $0.000 < 0.05$. It also shows that the adjusted mean of the

experimental group is higher than that of the control group, i.e. $77.76 > 68.90$. The adjusted mean is the mean that comes after removing all the variances and differences that can be accounted for by the covariate (Rutherford, 2001: 147). From the result, it can be seen that there is a significant difference on the reading comprehension ability of grade eight students of MTsN Yogyakarta 1 who are taught by using graphic organizers and those who are taught without using it. Finally, the hypothesis that “there is a significant difference in the reading comprehension ability of the students who are taught by using graphic organizers and those who are taught without using it” is accepted.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

There are mainly three parts which are discussed in this chapter. The first part is the conclusions of the research findings, the second part is the implications and the third part is the suggestions to the students, the teacher and other researchers. Below is further explanation about those parts.

A. Conclusions

Based on the theories, the research findings and the discussion discussed in the previous chapter, some conclusions are proposed. They are as follows:

1. The pre-test result shows that the mean score of the experimental group is 65.42. It is categorized into the good category. The post-test result which is obtained after the graphic organizers treatment shows that the mean score of the experimental group is 78.54. It is categorized into the very good category. As a result, the mean score increased from 65.42 to 78.54 or increased 13.12 point.
2. The pre-test result shows that the mean score of the control group is 63.40. It is categorized into the good category. The post-test result which is obtained shows that the mean score of the control group is 68.12. It is categorized into the very good category. As a result, the mean score increased from 63.40 to 68.12 or increased 4.72 point.

3. Based on the mean scores of both groups, it can be seen that the mean score of experimental group increased 13.12 point, while the mean score of control group increased 4.72 point. It means that there is thrice increase. It can be concluded that both of the strategies are effective to improve the students' reading comprehension ability, but the graphic organizers is more effective than the discussion strategy.
4. There is a significant difference in the reading comprehension ability between the eighth grade students of MTsN Yogyakarta 1 who are taught by using graphic organizers and those who are taught without using it. It is suggested by the result of the ANCOVA. It shows that the value of significance is less than 0.05, i.e. $0.000 < 0.05$ ($F = 121.390$, $p = 0.000$). Besides that, the adjusted mean also shows that the experimental class performs higher than the control class, i.e. $77.76 > 68.90$. In brief, it can be concluded that there is a significant difference in the reading comprehension ability of grade eight students of MTsN Yogyakarta 1 who are taught by using graphic organizers and those who are taught without using it.

B. Implications

The research findings imply the use of graphic organizers in teaching reading is effective. The nature of the junior high school students which are creative and visual learners can be filled by the use of graphic organizers. Their characteristic of natural thinker can also be filled by the use of graphic

organizers which is compatible to the work of their brain. It can be implied that graphic organizers can be employed in teaching reading comprehension to junior high school students so that the students are more interested in learning English and increases their reading comprehension ability.

C. Suggestions

Concerning the result of the study, the interpretation and the conclusions, the researcher proposes some suggestions as follows:

1. For the English Teachers

The study shows that graphic organizers give a significant effect to the students' reading comprehension ability of MTsN Yogyakarta 1. Therefore, the researcher suggests the teachers to employ graphic organizers to improve reading skills especially in the teaching of reading comprehension for the students. The teacher can be more creative in applying the teaching strategy especially using graphic organizers in teaching reading.

2. For the Students

The researcher suggests the students to employ graphic organizers to help them in identifying the required information from the material, classifying or arranging them in templates which are creatively constructed by the students themselves.

3. For Other Researchers

The study shows that the use of graphic organizers gives a significant effect to the reading comprehension ability of junior school students. The researcher hopes that other researchers will conduct further exploration about the employment of the graphic organizers in learning reading.

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APPENDICES

APPENDIX 1

RESEARCH INSTRUMENT

- 1) TRYOUT TEST**
- 2) PRE-TEST AND POST-TEST**

A. Instruction

All of the questions are based on the text. Choose either a, b, c, or d for the correct answer.

B. Questions

Choose the correct answer by crossing (X) a, b, c, or d.

Read text 1 to answer questions number 1-7

A long time ago, there were two animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.



(Taken from: <http://www.englishdirection.com>)

1. What is the best title for the text above?
 - a. The Legend of Sura and Baya.
 - b. The Legend of Shark and Crocodile.
 - c. The Suramadu Bridge.
 - d. The Legend of Tangkuban Perahu.
2. What kind of text is it?
 - a. A report text.
 - b. A narrative text.
 - c. A recount text.
 - d. A descriptive text.
3. "He was very hungry and there was not much food in the sea." (paragraph 3 line 2)
The word he here refers to
 - a. Baya
 - b. Sura
 - c. goat
 - d. the crocodile
4. Which paragraph is the orientation?
 - a. The fourth paragraph.
 - b. The third paragraph.
 - c. The second paragraph.
 - d. The first paragraph.
5. Who finally won the fight?
 - a. The shark.
 - b. The goat.
 - c. Sura.
 - d. Baya.
6. How was the ending of the story?
 - a. Sura was dead.
 - b. Baya was happy.
 - c. Baya became a king.
 - d. Sura was happy.
7. "You are greedy." (paragraph 2 line 3)
The underlined word has similar meaning to
 - a. bad
 - b. desirous
 - c. ugly
 - d. kind

8. What did they fight for ?
- | | |
|--------------|-----------|
| a. Food. | c. Drink. |
| b. The Land. | d. Power. |

Read text 2 to answer questions number 8-13

When I was a kid, I had a friend who liked to play with firecrackers. His name was Bono.

One day, Bono and his friends were playing in the field. One of Bono's friends brought an empty biscuit can. He then covered the firecracker with the can and when the firecracker exploded, the can **bounced up** in the air. Bono's friends were all impressed and Bono got very excited. He wanted to impress his friends, too.

Not far from here, Bono saw a big piece of cow manure. He put a firecracker on **it**, which made the manure look like a birthday cake.

When the firecracker exploded, the cow manure was splattered all around. When he turns around, his friends laughed at him so hard that he cried: the cow manure was all over his face!

(Taken from: *Practice Your English Competence* for Grade Eight)



9. Who had the idea of covering the firecracker with an empty biscuit can?
- | | |
|----------------|-------------------|
| a. Bono. | c. Bono's friend. |
| b. The writer. | d. The villagers. |
10. What is the best title for the text above?
- | |
|---------------------------|
| a. Firecracker. |
| b. Bono's Activity. |
| c. Bono's Birthday Party. |
| d. Bono Got Accident. |
11. What is the main idea of paragraph 2?
- | |
|--|
| a. Bono and his friends played firecracker in the field. |
| b. Bono was impressed. |
| c. The fire cracker was exploded. |
| d. Bono tried to explode firecracker. |
12. Which paragraph is the events?
- | | |
|--------------------------|------------------------------------|
| a. The fourth paragraph. | c. The second and third paragraph. |
| b. The third paragraph. | d. The first paragraph. |
13. What is the moral value of this story?
- | | |
|------------------------------|----------------------------|
| a. We must be brave. | c. We should mind our act. |
| b. It is fine to be naughty. | d. Creativity is good. |
14. "...the can **bounced up** in the air." (paragraph 2 line 4)
The underlined phrase can be replaced by
- | | |
|------------|---------------|
| a. fell | c. exploded |
| b. bounded | d. splattered |
15. "He put a firecracker on **it** ..." (paragraph 3 line 1)
The word **it** here refers to
- | | |
|------------------|----------------|
| a. birthday cake | c. cow manure |
| b. firecracker | d. biscuit can |

Read text 3 to answer questions number 14-17

Last year, I went to a dance party. In the middle of the party, I saw a guy that I had a crush on. To get his attention, I went to the stage and started to dance with my friends. It was my first dance and I was so busy dancing that I did not pay attention to anything else. I did not realize that I got too close to the rim of the stage. Suddenly, I tripped and fell off the stage. The music stopped for a while and everyone laughed, including the guy that I had a crush on. I felt so stupid.

It was a dance party that I would never forget.

(Taken from: *Practice Your English Competence* for Grade Eight)

16. When did the writer go to the dance party?
 - a. Two years ago.
 - b. This year.
 - c. Last year.
 - d. Next year.
17. Why did she dance on stage?
 - a. To make jokes.
 - b. To show off her talent.
 - c. To get the boy's attention.
 - d. To make her self embarrassed.
18. What kind of text is it?
 - a. A descriptive text.
 - b. A recount text.
 - c. A narrative text.
 - d. A procedure text.
19. "... a guy that I had a crush on." (paragraph 1 line 2)
The underlined phrase means
 - a. kind
 - b. friendly
 - c. hate
 - d. in love

Read text 4 to answer questions number 18-19

Monday, April 21 is the Kartini's Day. To celebrate it, each class must present a couple of a boy and a girl. They have to perform and wear the traditional costumes. Also, there will be a cooking competition. Each class presents two groups, i.e. one group of boys and one group of girls. Each group consists of 3-4 students. The categories for judging will be the best performance and creativity. Winners will receive prizes at 02.00 p.m in the school hall on the same day. For more information, please confirm with your class teacher.

Principal

(Taken from: *Let's Talk* for Grade Eight)

20. Which of the statement is TRUE according to the text?
 - a. The judging will be held at 2 p.m.
 - b. The winner will get some money.
 - c. The participant must confirm to the principal.
 - d. The school will hold competitions.
21. What kind of text is it?
 - a. Announcement.
 - b. Personal message.
 - c. Invitation.
 - d. Memo.
22. Where can you find the text?
 - a. At a school.
 - b. At a park.
 - c. At a book store.
 - d. At a bank.

Read text 5 to answer questions number 20-24

Snow White



Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The Queen was her stepmother. **She** was very jealous of her beauty. So she wanted her to die.

Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs.

The queen turned Snow White into a witch. Snow White did not realize it. The witch gave her a **poisoned** apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, Prince Charming revived her with a kiss. They lived together happily ever after.

(Taken from: <http://www.pewterkingdom.com/>)

23. "**She** was very jealous of her beauty." (paragraph 1 line 2)

The word **she** here refers to

- | | |
|-------------------|--------------|
| a. the Snow White | c. the Witch |
| b. the Queen | d. the Evil |

24. "The witch gave her a **poisoned** apple." (paragraph 3 line 2)

The antonym of the underlined word is

- | | |
|--------------|-------------|
| a. dangerous | c. healed |
| b. deadly | d. infected |

25. Where did the Snow White escape?

- | | |
|-----------------------------|----------------------|
| a. Into the Neverland | c. Into the kingdom. |
| b. Into the witch's castle. | d. Into a forest. |

26. How can the Queen be described?

- | | |
|--------------------------------|---------------------------|
| a. She was very bad and nasty. | c. She was a good woman. |
| b. She was a kind queen. | d. She was very friendly. |

27. How many dwarfs that Snow White met in the forest?

- | | |
|--------------|--------------|
| a. No one. | c. 6 dwarfs. |
| b. 7 dwarfs. | d. Only one. |

Read text 6 to answer questions number 25-27

THE SUN AND THE MOON

A long time ago, the Sun and the Moon were a married couple who lived on the Earth and were great friends of the Sea. One day, they invited the Sea to visit them.


So the Sea went along with the fish and all the members of his family. Surprisingly, the water began to rise, so that the Sun and the Moon had to climb up to the roof because they did not want to be drowned, then they climbed up into the sky, where they **remain** ever since.



(Taken from: <http://myblogpelanginanie.blogspot.com>)

28. What is the text about?
- The Sun, the Moon and the Sea were great friends.
 - Why the Sun and the Moon lived on the sky.
 - The Sun and the Moon were afraid of water.
 - The water of the Sea would drown the Sun and the Moon.
29. Why the Sun and the Moon had to climb up to the roof?
- Because the Sun and the Moon were a married couple.
 - Because they lived on the sky.
 - The Sun and the Moon were afraid with the fish.
 - The water of the Sea would drown the Sun and the Moon.
30. "...they climbed up into the sky, where they **remain** ever since." (paragraph 2 line 5)
The underlined word means
- keep
 - stay
 - reveal
 - mention

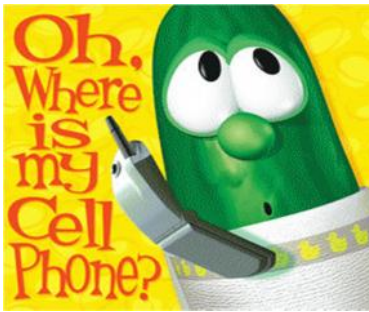
Read text 7 to answer questions number 28-30

<p>Dear Grandma,</p> <p>I'm having so much fun in Jogja! I went sightseeing everyday. I also took an andong for a couple of times (Andong is a kind of traditional cart pulled by a horse). It was really cool. Tomorrow, I'm going to Parangtritis Beach. I'll write you again soon.</p> <p style="text-align: right;">Love, Annete</p>	 <p>Mrs. Stephani Taylor 432 Ambassador St. Milstone, New York</p>
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(Taken from: *Practice Your English Competence*)

31. Who is Annete?
- Mrs. Stephani Taylor's friend.
 - Mrs. Stephani Taylor's granddaughter.
 - Mrs. Stephani Taylor's daughter.
 - Mrs. Stephani Taylor's grandmother.
32. What is the meaning of **sightseeing**?
- Having lunch.
 - Taking a public transportation.
 - Visiting places of interest.
 - Becoming a volunteer.
33. What kind of text is it?
- Announcement.
 - Personal message.
 - Invitation.
 - Memo.
34. What is the purpose of the text?
- To introduce andong to the reader.
 - To persuade the reader to come to Jogja.
 - To tell the reader about the writer's experience in Jogja.
 - To inform the reader about the condition of Jogja.

Read text 8 to answer questions number 31-34



That Sunday evening I felt very tired after hanging out the whole day with my friends at the mall. As soon as I arrived home, I hung my jacket on a hanger and got ready to take a rest. Suddenly I remembered that I had to call a friend. I looked for my cell phone everywhere but couldn't find it. I was getting panicky. I asked everyone in the house whether they knew where my cell phone was but no one knew. Well, I lost it I thought. Then I had an idea. I asked my brother to call my cell phone. To my surprise, I heard it ringing in my jacket. My cell phone was there.

(Taken from: Soal UN SMP/MTS 2011)

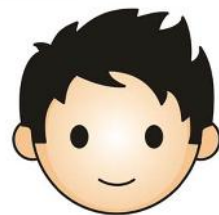
35. What is the text about?
- The lost cell phone.
 - My friend's cell phone.
 - Cell phone in the jacket.
 - My brother's cell phone.
36. How did the writer get his cell phone back?
- He asked his friend.
 - He called his friends.
 - He put it on a hanger.
 - He found it in his jacket.
37. From the text, we know that the writer is ... person.
- a careful
 - a cautious
 - a forgetful
 - an attentive
38. The following statements are TRUE according to the text, **except**
- the writer was exhausted
 - the writer's phone was in pants pocket
 - the phone was sounding in the writer's jacket
 - the writer must phone his friend

Read text 9 to answer questions number 35-40

TWO BROTHERS

Long, long time ago there lived two brothers. The big brother was very stingy and greedy. The little brother was exactly the opposite. He was generous and kind. He always shared his wealth with poor people.

One day the generous brother was sitting in his garden when suddenly a little bird fell on his lap. It was wounded. He took care of it and put it in a nice cage. After the bird was healthy, the generous brother let it fly.



After some time, the bird returned to him and gave him a watermelon seed. Then he planted the seed. When the watermelon was ripe enough, the generous brother picked it and cut it into two. How surprised he was. The watermelon was full of gold.

The generous brother sold the gold and became very rich. He built a big house and bought very large field. Still he never forgot to share the wealth with the poor.

(Taken from: <http://myblogpelanginanie.blogspot.com>)

39. What did the characteristic of the little brother?

- a. Generous and kind.
b. Bad and stingy.
- c. Greedy and lazy.
d. Stingy and greedy.
40. What did the main idea of the last paragraph?
a. The young brother became poor.
b. The big brother built a big house.
c. The young brother became very rich.
d. The big brother planted the watermelon.
41. How did the generous brother get the watermelon seed?
a. Finding it in the field.
b. Curing a wounded bird.
c. Planting the watermelon.
d. Asking for the seed to his brother.
42. "He always shared his wealth with poor people". (paragraph 1 line 3)
What does the underlined word means?
a. Lent.
b. Used.
c. Gave.
d. Returned.
43. What did the characteristic of the big brother?
a. Generous and kind.
b. Humble and smart.
c. Friendly and dilligent.
d. Stingy and greedy.
44. What can you learn from the story?
a. Being greedy makes lazy.
b. Taking care of bird is a must.
c. Sharing your money to others make you poor.
d. Having good behavior causes good things in return.
45. "It was wounded." (paragraph 2 line 2)
The word **it** refers to
a. a little bird
b. the plant
c. the watermelon
d. the generous brother

TRY OUT TEST

Name : _____
 Class : _____
 No : _____



Choose the correct answer by crossing (X) a, b, c, or d.

- | | | | | | | | | | |
|-----|---|---|---|---|-----|---|---|---|---|
| 1. | A | B | C | D | 26. | A | B | C | D |
| 2. | A | B | C | D | 27. | A | B | C | D |
| 3. | A | B | C | D | 28. | A | B | C | D |
| 4. | A | B | C | D | 29. | A | B | C | D |
| 5. | A | B | C | D | 30. | A | B | C | D |
| 6. | A | B | C | D | 31. | A | B | C | D |
| 7. | A | B | C | D | 32. | A | B | C | D |
| 8. | A | B | C | D | 33. | A | B | C | D |
| 9. | A | B | C | D | 34. | A | B | C | D |
| 10. | A | B | C | D | 35. | A | B | C | D |
| 11. | A | B | C | D | 36. | A | B | C | D |
| 12. | A | B | C | D | 37. | A | B | C | D |
| 13. | A | B | C | D | 38. | A | B | C | D |
| 14. | A | B | C | D | 39. | A | B | C | D |
| 15. | A | B | C | D | 40. | A | B | C | D |
| 16. | A | B | C | D | 41. | A | B | C | D |
| 17. | A | B | C | D | 42. | A | B | C | D |
| 18. | A | B | C | D | 43. | A | B | C | D |
| 19. | A | B | C | D | 44. | A | B | C | D |
| 20. | A | B | C | D | 45. | A | B | C | D |
| 21. | A | B | C | D | | | | | |
| 22. | A | B | C | D | | | | | |
| 23. | A | B | C | D | | | | | |
| 24. | A | B | C | D | | | | | |
| 25. | A | B | C | D | | | | | |

A. Instruction

All of the questions are based on the text. Choose either a, b, c, or d for the correct answer.

B. Questions

Choose the correct answer by crossing (X) a, b, c, or d.

Read text 1 to answer questions number 1-7

A long time ago, there were two animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.



(Taken from: <http://www.englishdirection.com>)

1. What is the best title for the text above?
 - a. The Legend of Sura and Baya.
 - b. The Legend of Shark and Crocodile.
 - c. The Suramadu Bridge.
 - d. The Legend of Tangkuban Perahu.
2. What kind of text is it?
 - a. A report text.
 - b. A narrative text.
 - c. A recount text.
 - d. A descriptive text.
3. "He was very hungry and there was not much food in the sea." (paragraph 3 line 2)
The word he here refers to
 - a. Baya
 - b. Sura
 - c. goat
 - d. the crocodile
4. Which paragraph is the orientation?
 - a. The fourth paragraph.
 - b. The third paragraph.
 - c. The second paragraph.
 - d. The first paragraph.
5. Who finally won the fight?
 - a. The shark.
 - b. The goat.
 - c. Sura.
 - d. Baya.
6. "You are greedy." (paragraph 2 line 3)
The underlined word has similar meaning to
 - a. bad
 - b. desirous
 - c. ugly
 - d. kind
7. What did they fight for ?
 - a. Food.
 - b. The Land.
 - c. Drink.
 - d. Power.

Read text 2 to answer questions number 8-13

FIRECRACKER

When I was a kid, I had a friend who liked to play with firecrackers. His name was Bono.

One day, Bono and his friends were playing in the field. One of Bono's friends brought an empty biscuit can. He then covered the firecracker with the can and when the firecracker exploded, the can **bounced up** in the air. Bono's friends were all impressed and Bono got very excited. He wanted to impress his friends, too.

Not far from here, Bono saw a big piece of cow manure. He put a firecracker on **it**, which made the manure look like a birthday cake.

When the firecracker exploded, the cow manure was splattered all around. When he turns around, his friends laughed at him so hard that he cried: the cow manure was all over his face!

(Taken from: *Practice Your English Competence for Grade Eight*)



8. Who had the idea of covering the firecracker with an empty biscuit can?
 - a. Bono.
 - b. The writer.
 - c. Bono's friend.
 - d. The villagers.
9. What is the main idea of paragraph 2?
 - a. Bono and his friends played firecracker in the field.
 - b. Bono was impressed.
 - c. The fire cracker was exploded.
 - d. Bono tried to explode firecracker.
10. Which paragraph is the events?
 - a. The fourth paragraph.
 - b. The third paragraph.
 - c. The second and third paragraph.
 - d. The first paragraph.
11. What is the moral value of this story?
 - a. We must be brave.
 - b. It is fine to be naughty.
 - c. We should mind our act.
 - d. Creativity is good.
12. "...the can **bounced up** in the air." (paragraph 2 line 4)
The underlined phrase can be replaced by
 - a. fell
 - b. bounded
 - c. exploded
 - d. splattered
13. "He put a firecracker on **it** ..." (paragraph 3 line 1)
The word **it** here refers to
 - a. birthday cake
 - b. firecracker
 - c. cow manure
 - d. biscuit can

Read text 3 to answer questions number 14-17

Last year, I went to a dance party. In the middle of the party, I saw a guy that **I had a crush on**. To get his attention, I went to the stage and started to dance with my friends. It was my first dance and I was so busy dancing that I did not pay attention to anything else. I did not realize that I got too close to the rim of the stage. Suddenly, I tripped and fell off the stage. The music stopped for a while and everyone laughed, including the guy that I had a crush on. I felt so stupid.

It was a dance party that I would never forget.

(Taken from: *Practice Your English Competence for Grade Eight*)

14. When did the writer go to the dance party?
 a. Two years ago. c. Last year.
 b. This year. d. Next year.
15. Why did she dance on stage?
 a. To make jokes. c. To get the boy's attention.
 b. To show off her talent. d. To make her self embarrassed.
16. What kind of text is it?
 a. A descriptive text. c. A narrative text.
 b. A recount text. d. A procedure text.
17. "... a guy that I **had a crush on**." (paragraph 1 line 2)
 The underlined phrase means
 a. kind c. hate
 b. friendly d. in love

Read text 4 to answer questions number 18-19

ANNOUNCEMENT

Monday, April 21 is the Kartini's Day. To celebrate it, each class must present a couple of a boy and a girl. They have to perform and wear the traditional costumes. Also, there will be a cooking competition. Each class presents two groups, i.e. one group of boys and one group of girls. Each group consists of 3-4 students. The categories for judging will be the best performance and creativity. Winners will receive prizes at 02.00 p.m in the school hall on the same day. For more information, please confirm with your class teacher.

Principal

(Taken from: *Let's Talk* for Grade Eight)

18. Which of the statement is TRUE according to the text?
 a. The judging will be held at 2 p.m. c. The participant must confirm to the principal.
 b. The winner will get some money. d. The school will hold competitions.
19. Where can you find the text?
 a. At a school. c. At a book store.
 b. At a park. d. At a bank.

Read text 5 to answer questions number 20-24

Snow White



Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The Queen was her stepmother. **She** was very jealous of her beauty. So she wanted her to die.

Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs.

The queen turned Snow White into a witch. Snow White did not realize it. The witch gave her a **poisoned** apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, Prince Charming revived her with a kiss. They lived together happily ever after.

(Taken from: <http://www.pewterkingdom.com/>)

20. "**She** was very jealous of her beauty." (paragraph 1 line 2)
The word **she** here refers to
- | | |
|-------------------|--------------|
| a. the Snow White | c. the Witch |
| b. the Queen | d. the Evil |
21. "The witch gave her a **poisoned** apple." (paragraph 3 line 2)
The antonym of the underlined word is
- | | |
|--------------|-------------|
| a. dangerous | c. healed |
| b. deadly | d. infected |
22. Where did the Snow White escape?
- | | |
|-----------------------------|----------------------|
| a. Into the Neverland | c. Into the kingdom. |
| b. Into the witch's castle. | d. Into a forest. |
23. How can the Queen be described?
- | | |
|--------------------------------|---------------------------|
| a. She was very bad and nasty. | c. She was a good woman. |
| b. She was a kind queen. | d. She was very friendly. |
24. How many dwarfs that Snow White met in the forest?
- | | |
|--------------|--------------|
| a. No one. | c. 6 dwarfs. |
| b. 7 dwarfs. | d. Only one. |

Read text 6 to answer questions number 25-27

THE SUN AND THE MOON

A long time ago, the Sun and the Moon were a married couple who lived on the Earth and were great friends of the Sea. One day, they invited the Sea to visit them.

So the Sea went along with the fish and all the members of his family. Surprisingly, the water began to rise, so that the Sun and the Moon had to climb up to the roof because they did not want to be drowned, then they climbed up into the sky, where they **remain** ever since.



(Taken from: <http://myblogpelanginanie.blogspot.com>)

25. What is the text about?
- | |
|---|
| a. The Sun, the Moon and the Sea were great friends. |
| b. Why the Sun and the Moon lived on the sky. |
| c. The Sun and the Moon were afraid of water. |
| d. The water of the Sea would drown the Sun and the Moon. |
26. Why the Sun and the Moon had to climb up to the roof?
- | |
|---|
| a. Because the Sun and the Moon were a married couple. |
| b. Because they lived on the sky. |
| c. The Sun and the Moon were afraid with the fish. |
| d. The water of the Sea would drown the Sun and the Moon. |
27. "...they climbed up into the sky, where they **remain** ever since." (paragraph 2 line 5)
The underlined word means
- | | |
|---------|------------|
| a. keep | c. reveal |
| b. stay | d. mention |

Read text 7 to answer questions number 28-30

Dear Grandma,

I'm having so much fun in Jogja! I went **sightseeing** everyday. I also took an andong for a couple of times (Andong is a kind of traditional cart pulled by a horse). It was really cool. Tomorrow, I'm going to Parangtritis Beach. I'll write you again soon.

Love,
Annete

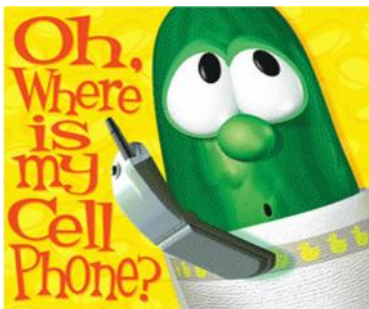


Mrs. Stephani Taylor
432 Ambassador
St. Milstone, New York

(Taken from: *Practice Your English Competence*)

28. Who is Annete?
- Mrs. Stephani Taylor's friend.
 - Mrs. Stephani Taylor's granddaughter.
 - Mrs. Stephani Taylor's daughter.
 - Mrs. Stephani Taylor's grandmother.
29. What is the meaning of **sightseeing**?
- Having lunch.
 - Taking a public transportation.
 - Visiting places of interest.
 - Becoming a volunteer.
30. What is the purpose of the text?
- To introduce andong to the reader.
 - To persuade the reader to come to Jogja.
 - To tell the reader about the writer's experience in Jogja.
 - To inform the reader about the condition of Jogja.

Read text 8 to answer questions number 31-34



That Sunday evening I felt very tired after hanging out the whole day with my friends at the mall. As soon as I arrived home, I hung my jacket on a hanger and got ready to take a rest. Suddenly I remembered that I had to call a friend. I looked for my cell phone everywhere but couldn't find it. I was getting panicky. I asked everyone in the house whether they knew where my cell phone was but no one knew. Well, I lost it I thought. Then I had an idea. I asked my brother to call my cell phone. To my surprise, I heard it ringing in my jacket. My cell phone was there.

(Taken from: Soal UN SMP/MTS 2011)

31. What is the text about?
- The lost cell phone.
 - My friend's cell phone.
 - Cell phone in the jacket.
 - My brother's cell phone.
32. How did the writer get his cell phone back?
- He asked his friend.
 - He called his friends.
 - He put it on a hanger.
 - He found it in his jacket.
33. From the text, we know that the writer is ... person.
- a careful
 - a cautious
 - a forgetful
 - an attentive

34. The following statements are TRUE according to the text, **except**
- a. the writer was exhausted
 - b. the writer's phone was in pants pocket
 - c. the phone was sounding in the writer's jacket
 - d. the writer must phone his friend

Read text 9 to answer questions number 35-40

TWO BROTHERS

Long, long time ago there lived two brothers. The big brother was very stingy and greedy. The little brother was exactly the opposite. He was generous and kind. He always shared his wealth with poor people.

One day the generous brother was sitting in his garden when suddenly a little bird fell on his lap. It was wounded. He took care of it and put it in a nice cage. After the bird was healthy, the generous brother let it fly.



After some time, the bird returned to him and gave him a watermelon seed. Then he planted the seed. When the watermelon was ripe enough, the generous brother picked it and cut it into two. How surprised he was. The watermelon was full of gold.

The generous brother sold the gold and became very rich. He built a big house and bought very large field. Still he never forgot to share the wealth with the poor.



(Taken from: <http://myblogpelanginanie.blogspot.com>)

35. What did the characteristic of the little brother?
- a. Generous and kind.
 - b. Bad and stingy.
 - c. Greedy and lazy.
 - d. Stingy and greedy.
36. What did the main idea of the last paragraph?
- a. The young brother became poor.
 - b. The big brother built a big house.
 - c. The young brother became very rich.
 - d. The big brother planted the watermelon.
37. How did the generous brother get the watermelon seed?
- a. Finding it in the field.
 - b. Curing a wounded bird.
 - c. Planting the watermelon.
 - d. Asking for the seed to his brother.
38. "He always shared his wealth with poor people". (paragraph 1 line 3)
What does the underlined word means?
- a. Lent.
 - b. Used.
 - c. Gave.
 - d. Returned.
39. What can you learn from the story?
- a. Being greedy makes lazy.
 - b. Taking care of bird is a must.
 - c. Sharing your money to others make you poor.
 - d. Having good behavior causes good things in return.
40. "It was wounded." (paragraph 2 line 2)
The word **it** refers to
- a. a little bird
 - b. the plant
 - c. the watermelon
 - d. the generous brother

A. Instruction

All of the questions are based on the text. Choose either a, b, c, or d for the correct answer.

B. Questions

Choose the correct answer by crossing (X) a, b, c, or d.

Read text 1 to answer questions number 1-7

Pinang Climbing

On August 17th 2008, there was a special event in my hometown. The mayor held a big competition of *Pinang Climbing* (Panjat Pinang). This competition was held to celebrate the Independence Day.

Early in the morning, many people had gathered in the town square. In the middle of the field, there were exactly one hundred "poles". Various prizes, such as T-shirts, a radio, pans, and bicycles were hung on the top of each pole.

At 10 o'clock, the competition started. Unlike the usual *panjat pinang* competition in which the competitors work individually, this time the competitors worked in teams. There were 10 teams in this event. They would compete to get prizes as many as they could.

The crowd enjoyed watching the teams struggled to reach the top. They yelled and gave applauses every time a successful team grabbed the prizes and dropped them down. It was not an easy job to do because the poles were so slippery. Each pole had been covered with grease. However, all teams had good strategies. Consequently, at about 12 a.m. nearly all the prizes had gone.

It was an exciting experience. I, myself, cheered so loudly to my favourite team that I nearly lost my voice.

(Taken from: **SIAP TOTAL UN Bahasa Inggris SMP**)



- The text tells us about
 - how to climb *Pinang* tree
 - the writer's experience in watching *Pinang Climbing* competition
 - celebrating the independence Day
 - Independence Day competitions
- What kind of text is it?

a. A report text.	c. A recount text.
b. A narrative text.	d. A descriptive text.
- "They yelled and gave applauses every time a" (paragraph 4 line 1)
The underlined word refers to

a. the teams	c. the crowd
b. the poles	d. the competitors
- Which paragraph is the conclusion?

a. First paragraph.	c. Last paragraph.
b. Second and third paragraph.	d. Fourth paragraph.
- Why was the "*panjat pinang*" competition held?

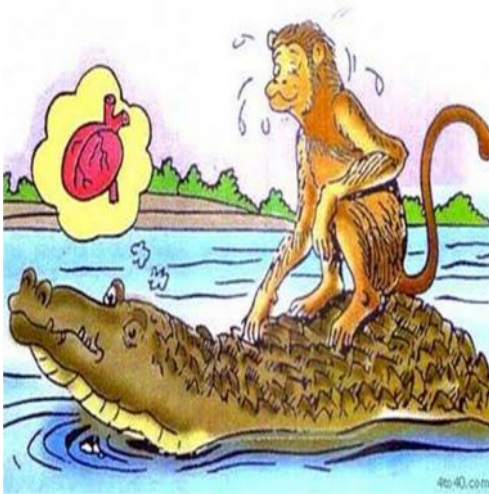
a. To entertain the people of the city.	c. To celebrate the election of the mayor.
b. To train the teams for the next competition.	d. To celebrate the Indonesian Independence Day.
- "... a sucessful team grabbed the prizes" (paragraph 4 line 2)
The underlined word can be best replaced by

a. hold	c. throw
b. held	d. threw
- How many teams were there in the competition?

a. Seven.	c. Nine.
b. Eight.	d. Ten.

Read text 2 to answer questions number 8-13

The Monkey and The Crocodile



One day, a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to help him. The crocodile told the monkey to jump onto its back. Then, the crocodile swam down the river.

Now the crocodile was very hungry. When the crocodile was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of a monkey, then he will be strong again."

The monkey thought for a while. Then, he told the crocodile to swim back to the river bank. "What for?" asked the crocodile. "Because I didn't bring my heart with me," said the monkey, "I left it under the tree near some coconuts."

So the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of a tree. "Where is your heart?" asked the crocodile. "You are foolish," the monkey said to the crocodile. "Now, I am free and you have nothing."

(Taken from: www.aesofables.com)

8. Why did the monkey ask the crocodile for help?
Because
a. he liked the crocodile
b. he wanted to cross the river
c. the monkey was a weak animal
d. the crocodile told him to jump onto its back
9. What is the main idea of paragraph 1?
a. The crocodile wanted to cross a river.
b. The crocodile wanted to swim.
c. The monkey wanted to cross a river.
d. The monkey wanted to swim.
10. Which paragraph is the resolution?
a. The fourth paragraph.
b. The third paragraph.
c. The second paragraph.
d. The first paragraph.
11. From the story above we can learn that
a. we have to be cunning with friends
b. the strongest will always be the winner
c. we have to be calm in solving any problems
d. trusting someone else is the best thing we should do
12. "... to swim back to the river bank." (paragraph 3 line 2)
The underlined words mean
a. the land along the side of a river
b. a place where we deposit our money
c. the site where many plants grow
d. the side of a woods near a river
13. "When the crocodile was in the middle of the river, it stopped" (paragraph 2 line 2)
The word it here refers to
a. the monkey
b. crocodile's father
c. the river bank
d. the crocodile

Read text 3 to answer questions number 14-17

Last summer, the writer of a famous novel went to Italy. He visited museums. He sat in a public garden, and a friendly waiter taught him a few Italian words. He thought about postcards yesterday. His holiday passed quickly. On the last day, he got up early and bought 37 cards. He was in his room all day, but he did not write a single card.

(Modified from: Alexander, 1990)

14. When did the writer go to Italy?
a. Last year.
b. Last summer.
c. This summer.
d. Next summer.

15. How many postcards that he bought?
 a. 37 cards.
 b. Only one.
 c. 100 cards.
 d. Single card.
16. What kind of text is it?
 a. A descriptive text.
 b. A recount text.
 c. A narrative text.
 d. A procedure text.
17. "His holiday passed **quickly**." (line 3)
 The antonym of the underlined word is
 a. hurriedly
 b. rapidly
 c. suddenly
 d. slowly

Read text 4 to answer questions number 18-19

English Speech Contest

For all students of SMAN Englishindo, we announce English Speech Contest.

Time : Saturday, 22 March 2012

Place : Hall of SMAN Englishindo

Each class should register at least one student with one of these following topics :

- The Advantage of Learning English
- The Difficulties of Learning English
- The Effective Ways of Learning English

For further information, visit the committee of this English Speech Contest in *ENGLISHINDO.COM*

(Taken from: *englishindo.com*)

18. Which of the statement is TRUE according to the text?
 a. Each class should register 3 students.
 b. Each contestant should choose one topic.
 c. The contest will be held at ten p.m.
 d. The school will hold reunion.
19. Where can you find the text?
 a. At a school.
 b. At a park.
 c. At a book store.
 d. At a bank.

Read text 5 to answer questions number 20-24



CINDERELLA

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister & stepmother. They were very bossy. **She** had to do all the housework.

One day, an invitation to the **ball** came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

(Taken from: <http://myblogpelanginanie.blogspot.com>)

20. "**She** had to do all the housework." (paragraph 1 line 2)
 The word **she** here refers to
 a. Cinderella's stepsister
 b. Cinderella
 c. Cinderella's stepmother
 d. Cinderella's sister
21. "One day, an invitation to the **ball** came to the family." (paragraph 2 line 1)
 The underlined word means
 a. engagement party
 b. garden party
 c. dance party
 d. wedding party

22. Who helped Cinderella to get to the ball?
 a. Her stepmother. c. The prince.
 b. Her stepsister. d. The fairy godmother.
23. How can Cinderella's stepsister & stepmother be described?
 a. They always ruled Cinderella. c. They were good people.
 b. They were kind and nice. d. They were very friendly.
24. How did the ending of the story?
 a. Cinderella was dead. c. The prince married with Cinderella's stepsister.
 b. Cinderella and the prince happy until the end of life. d. Cinderella became rich.

Read text 6 to answer questions number 25-27

THUMBELINA



Once upon time, there was a very poor woman. There was not a boy or a daughter who lived with her. She wished very much to have a child.

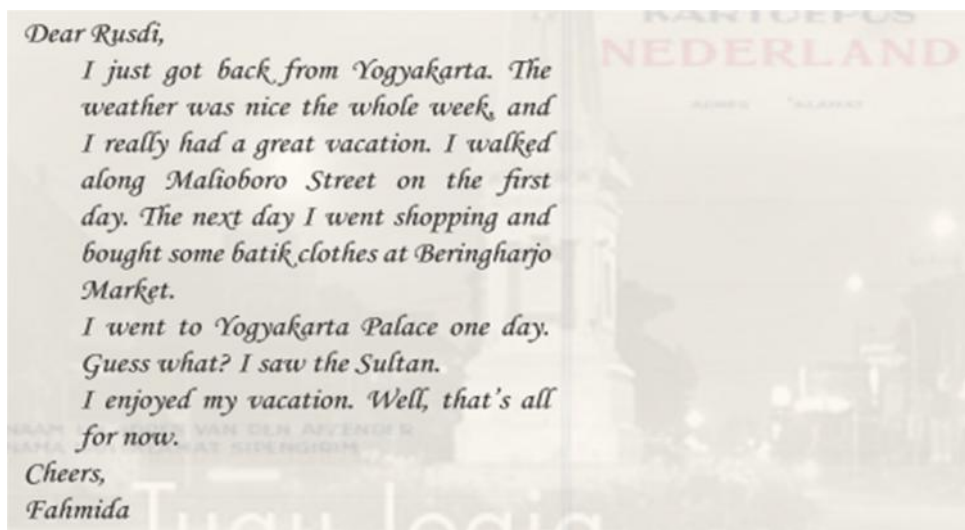
One day, the poor woman went to a fairy godmother. The fairy lived near the green meadow in the valley. The poor woman received a barleycorn seed from the fairy. She went home and planted it in a flower pot. Several days latter, the seed grew up into a large beautiful flower.

Surprisingly, the woman saw a little girl inside the flower. The sweet little girl was as long as a thumb. The woman gave her the name of Thumbelina because she was so small.

(Taken from: <http://www.englishdirection.com>)

25. What is the text about?
 a. A woman who liked to plant flowers.
 b. A poor woman who wanted to have a child.
 c. A poor woman who wanted to be rich.
 d. A woman who loved her daughter.
26. What was the fairy godmother given to the poor woman?
 a. A baby. c. A majic flower.
 b. A flower pot. d. Barleycorn seed.
27. "One day, the poor woman went to a fairy godmother." (paragraph 2 line 1)
 The underlined word has similar meaning to
 a. elf c. demon
 b. devil d. ghost

Read text 7 to answer questions number 28-30



28. Where did Fahmida buy some batik?
 a. Matahari Store. c. Mirota Batik.
 b. Beringharjo Market. d. Ramai Mall.
29. "I really had a great vacation."
 The underlined word can be best replaced by
 a. busy c. trip
 b. routine d. hectic
30. What is the purpose of the text?
 a. To introduce batik to the reader.
 b. To tell the reader about the writer's vacation in Jogja.
 c. To persuade the reader to come to Jogja.
 d. To inform the reader about the condition of Jogja.

Read text 8 to answer questions number 31-34



I got a terrible day today. Early in the morning, I got up with a pain on one of my teeth. I directly remembered that I forgot to brush my teeth last night.

When Mom knocked on my door, I could not open the door. I stayed on my bed holding my cheek. Mom opened the door and asked me what happened. I told her that I got a terrible toothache. She gave me an aspirin to relieve my pain. Then, she asked me to get dressed and then called the dentist. I cried loudly and refused to go to the dentist. I was so scared. My Mom insisted me to go, but I refused it. Finally, Mom called the dentist to cancel the appointment.

Soon, I regretted my decision because the pain on my tooth became worse. I promised to my Mom to go to the dentist tomorrow.

(Taken from: *Practice Your English SMP Kelas VIII*)

31. What is the text about?
 a. Terrible toothache.
 b. First experience go to the dentist.
 c. My mom daily activity.
 d. The scary dentist.
32. How did the writer get the toothache?
 a. He went to bed too late.
 b. He ate too many candies.
 c. He had a serious mouth cancer.
 d. He did not brush his teeth the night before.
33. From the text, we know that the writer is ... person.
 a. shy
 b. brave
 c. coward
 d. careful
34. Which statement is TRUE according to the text?
 a. The writer was so sad that he could not go to school that day.
 b. The writer finally decided to go to the dentist the next day.
 c. The dentist came to the writer's house because his mother called him.
 d. The writer's mother did not want to make an appointment with the dentist.

Read text 9 to answer questions number 35-40

The Legend of Toba Lake

Once upon a time, a fisherman named Batara Guru Sahala lived in the Batak Land. One day he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did so. As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love at once. He asked her to marry him. Sahala promised that he would not tell anyone about his wife secret.

They were happily married and had two daughters. Every morning Sahala went fishing. One day, his daughters brought him a lunch. Instead of bringing the food to their father, the two girls ate it. Sahala became angry. He shouted, "You behaved exactly like the daughters of a fish!"

They went home and asked their mother about it. Their mother was very **upset**. Although Sahala apologized to her, she would not forgive him for breaking his promise. Then the earth began to shake and the volcano started to erupt. The earth cracked and formed a big hole. It is said that the hole became Toba Lake.



(Taken from: Soal UN SMP/MTS 2010/2011)

35. What was Batara Guru Sahala?
 - a. A sailor.
 - b. A tailor.
 - c. A farmer.
 - d. A fisherman.
36. What did the main idea of the last paragraph?
 - a. Sahala would not tell anyone about his wife secret.
 - b. Sahala's wife anger became a disaster.
 - c. Sahala and his wife happily married.
 - d. Sahala became angry.
37. Why did Sahala become angry?
 - a. Because he lost his fish.
 - b. His daughters told about their mother secret.
 - c. His wife forgot to cook a meal.
 - d. Because his daughters ate his lunch.
38. "Their mother was very **upset**." (paragraph 3 line 2)
What does the underlined word means?
 - a. Happy.
 - b. Calm.
 - c. Shock.
 - d. Rilex.
39. From the text, we can learn that
 - a. we should not keep a secret
 - b. we should not break our promise
 - c. we should not be angry with our children
 - d. we should not eat our father's lunch
40. **They** were happily married and had two daughters. (paragraph 2 line 1)
The word **they** refers to
 - a. Sahala and his wife
 - b. Sahala's daughters
 - c. the two girls
 - d. two girls and Sahala's wife.

Name : _____

Class : _____

No : _____



Choose the correct answer by crossing (X) a, b, c, or d.

1. A B C D

2. A B C D

3. A B C D

4. A B C D

5. A B C D

6. A B C D

7. A B C D

8. A B C D

9. A B C D

10. A B C D

11. A B C D

12. A B C D

13. A B C D

14. A B C D

15. A B C D

16. A B C D

17. A B C D

18. A B C D

19. A B C D

20. A B C D

21. A B C D

22. A B C D

23. A B C D

24. A B C D

25. A B C D

26. A B C D

27. A B C D

28. A B C D

29. A B C D

30. A B C D

31. A B C D

32. A B C D

33. A B C D

34. A B C D

35. A B C D

36. A B C D

37. A B C D

38. A B C D

39. A B C D

40. A B C D

APPENDIX 2

LESSON PLANS

- 1) COURSE GRID**
- 2) CONTROL CLASS**
- 3) EXPERIMENTAL CLASS**

COURSE GRID OF CONTROL CLASS

Competence Standard	Basic Competence	• Indicator	Teaching Material	Teaching Activities	Time	Media / Teaching Sources
11. Comprehending the meaning of short simple essay in the form of narrative and recount to interact with the environment.	11.2 Responding to the meaning contained in short simple functional written texts which are related to the nearest surrounding, accurately, fluently and acceptably.	<ul style="list-style-type: none"> Identify the specific information of the short functional text in the form of announcement. Identify the social function of short functional text in the form of announcement. Identify the language features of short functional text in the form of announcement 	Short functional texts: Announcement	<ul style="list-style-type: none"> Identifying the organization of the announcement text Discussing some questions about the text 	2x40 Minutes	<ul style="list-style-type: none"> Worksheet English on Sky 2, for Junior High School Students Year VIII
11. Comprehending the meaning of short simple essay in the form of narrative and recount to interact with the environment.	11.2 Responding to the meaning contained in short simple functional written texts which are related to the nearest surrounding, accurately, fluently and acceptably.	<ul style="list-style-type: none"> Identify the specific information of the short functional text in the form of short message. Identify the social function of short functional text in the form of short message. Identify the language features of short functional text in the form of short message. 	Short functional text: short message	<ul style="list-style-type: none"> Identifying the organization of the short message text Identifying specific information of the text Discussing some questions about the text 	2x40 Minutes	<ul style="list-style-type: none"> Worksheet English on Sky 2, for Junior High School Students Year VIII
11. Comprehending the meaning of short simple essay in the form of narrative and recount to interact with the environment.	11.3 Responding to the meaning and the rhetorical steps of short simple essay in the form of narrative and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably.	<ul style="list-style-type: none"> Identify the main topic and specific informations of recount texts Identify the rethorical steps of recount texts Identify the communicative purpose of recount texts Identify the language characteristics of recount texts 	Recount Text	<ul style="list-style-type: none"> Identifying the organization of the recount text Identifying specific information of the text Discussing some questions about the text 	4x40 Minutes	<ul style="list-style-type: none"> Worksheet English on Sky 2, for Junior High School Students Year VIII
11. Comprehending the meaning of short simple essay in the form of narrative and recount to interact with the environment.	11.3 Responding to the meaning and the rhetorical steps of short simple essay in the form of narrative and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably.	<ul style="list-style-type: none"> Identify the main topic and specific informations of narrative texts. Identify the rethorical steps of narrative texts. Identify the communicative purpose of narrative texts. Identify the language feature of narrative texts. 	Narrative	<ul style="list-style-type: none"> Identifying the organization of the narrative text Identifying specific information of the text Discussing some questions about the text 	4x40 Minutes	<ul style="list-style-type: none"> Worksheet English on Sky 2, for Junior High School Students Year VIII

COURSE GRID OF EXPERIMENTAL CLASS

Competence Standard	Basic Competence	• Indicator	Teaching Material	Teaching Activities	Time	Media / Teaching Sources
11. Comprehending the meaning of short simple essay in the form of narrative and recount to interact with the environment.	11.2 Responding to the meaning contained in short simple functional written texts which are related to the nearest surrounding, accurately, fluently and acceptably.	<ul style="list-style-type: none"> Identify the specific information of the short functional text in the form of announcement. Identify the social function of short functional text in the form of announcement. Identify the language features of short functional text in the form of announcement 	Short functional texts: Announcement	<ul style="list-style-type: none"> Identifying the organization of the announcement text using graphic organizers in the form of sequence chart Discussing some questions about the text 	2x40 Minutes	<ul style="list-style-type: none"> Worksheet English on Sky 2, for Junior High School Students Year VIII
11. Comprehending the meaning of short simple essay in the form of narrative and recount to interact with the environment.	11.2 Responding to the meaning contained in short simple functional written texts which are related to the nearest surrounding, accurately, fluently and acceptably.	<ul style="list-style-type: none"> Identify the specific information of the short functional text in the form of short message. Identify the social function of short functional text in the form of short message. Identify the language features of short functional text in the form of short message. 	Short functional text: short message	<ul style="list-style-type: none"> Identifying the organization of the short message text using graphic organizers in the form of sequence chart Identifying specific information of the text using Star Diagram Discussing some questions about the text 	2x40 Minutes	<ul style="list-style-type: none"> Worksheet English on Sky 2, for Junior High School Students Year VIII
11. Comprehending the meaning of short simple essay in the form of narrative and recount to interact with the environment.	11.3 Responding to the meaning and the rhetorical steps of short simple essay in the form of narrative and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably.	<ul style="list-style-type: none"> Identify the main topic and specific informations of recount texts Identify the rethorical steps of recount texts Identify the communicative purpose of recount texts Identify the language characteristics of recount texts 	Recount Text	<ul style="list-style-type: none"> Identifying the organization of the recount text using graphic organizers in the form of sequence chart Identifying specific information of the text using Star Diagram Discussing some questions about the text 	4x40 Minutes	<ul style="list-style-type: none"> Worksheet English on Sky 2, for Junior High School Students Year VIII
11. Comprehending the meaning of short simple essay in the form of narrative and recount to interact with the environment.	11.3 Responding to the meaning and the rhetorical steps of short simple essay in the form of narrative and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably.	<ul style="list-style-type: none"> Identify the main topic and specific informations of narrative texts. Identify the rethorical steps of narrative texts. Identify the communicative purpose of narrative texts. Identify the language feature of narrative texts. 	Narrative	<ul style="list-style-type: none"> Identifying the organization of the narrative text using graphic organizers in the form of sequence chart Identifying specific information of the text using Star Diagram Discussing some questions about the text 	4x40 Minutes	<ul style="list-style-type: none"> Worksheet English on Sky 2, for Junior High School Students Year VIII

LESSON PLAN 1

(Control Class)

Name of School	: MTsN Yogyakarta 1
Subject	: English
Class/Semester	: VIII E / 2
Kind of text	: Short functional text: announcement
Skill Focus	: Reading
Time Allocation	: 2 x 40 minutes
Topic	: School Life

A. Standard of Competencies

Reading

11. Comprehending the meaning of short simple essay in the form of narrative and recount to interact with the environment.

B. Basic Competency

11.2 Responding to the meaning contained in short simple functional written texts which are related to the nearest surrounding, accurately, fluently and acceptably.

C. Indicators

Students are able to:

- 1) Identify the specific information of the short functional text in the form of announcement.
- 2) Identify the social function of short functional text in the form of announcement.
- 3) Identify the language features of short functional text in the form of announcement.

D. Teaching Objectives

In the end of the lesson students are able to:

- 1) Find the specific information of the short functional text in the form of announcement.
- 2) Find the social function of short functional text in the form of announcement.
- 3) Find the language features of short functional text in the form of announcement.

E. Teaching Material

Short functional texts: school announcement

a. Characteristics of Announcement:

- An announcement is something written or printed to make known what will happen.
- It is to announce and make people know what will happen
- The generic structure of announcement text:
 - ✓ The title or type of event
 - ✓ Date, time place
 - ✓ Contact person

b. The Announcement Text

Read and analyse the text!

ANNOUNCEMENT
English Club Members

It is announced that there will be no meeting
 for this week.
 I will let you know when the club will meet again.

Heru / chairman

(Vocabulary list: announced, meeting)

F. Teaching Method

Genre-Based Approach (BKOF- MOT- JCOT- ICOT)

G. Teaching Activity:

Pre-Activity

Opening

- Greeting
- Praying
- Checking attendance list

Main activity

a. BKOF (Building Knowledge of the Field)

- The teacher shows an announcement to the students.
- The teacher asks students to tell their prediction about the content of the text.

- The teacher explains that today he will teach about short functional text: announcements.

b. MOT (Modelling of Text)

- The students and the teacher are engaged in a discussion which delivers them to the topic.
- The teacher distributes the example of announcement text, the students pay attention to it.
- The students read and analyze the text.
- The students and the teacher discuss about the text.
- The teacher puts the summary of the text on the blackboard.
- The students analyze the summary.
- The students and the teacher discuss about the summary.

c. JCOT (Joint Construction of Text)

- The teacher provides the students the incomplete summary of the announcement text.
- In groups of four, the students analyze the incomplete summary.
- The students fill in the incomplete summary.
- The teacher and the students discuss it together; some students from each group fill in the incomplete summary which is provided in the blackboard.

d. ICOT (Independent Construction of Text)

- The students read and analyze the text given by the teacher.
- The students make their own summary.
- The students answer several questions given by the teacher.

Post-Activity

Closing

- Give a conclusion and reflection
- Pray and say goodbye

H. Source

1. Wardiman, A. and Jahur, M. 2008. *English in Focus for Grade VIII Junior High School (SMP/MTs)*, Pusat Perbukuan Departemen Pendidikan Nasional.
2. Zaida, N. 2009. *Practice Your English Competence for SMP/MTs Class VIII*. Erlangga

I. Evaluation

1. Technique : Individual-task assessment

Indicators	Technique	Form
1) Identify the specific information of the short functional text in the form of announcement.	Written test	Multiple choice
2) Identify the social function of short functional text in the form of announcement.		
3) Identify the language features of short functional text in the form of announcement.		

LESSON PLAN 2

(Control Class)

Name of School	: MTsN Yogyakarta 1
Subject	: English
Class/Semester	: VIII E / 2
Kind of text	: Short functional text: short message
Skill Focus	: Reading
Time Allocation	: 2 x 40 minutes
Topic	: Communication

A. Standard of Competencies

Reading

11. Comprehending the meaning of short simple essay in the form of narrative and recount to interact with the environment.

B. Basic Competency

11.2 Responding to the meaning contained in short simple functional written texts which are related to the nearest surrounding, accurately, fluently and acceptably.

C. Indicators

Students are able to:

- 1) Identify the specific information of the short functional text in the form of short message.
- 2) Identify the social function of short functional text in the form of short message.
- 3) Identify the language features of short functional text in the form of short message.

D. Teaching Objectives

In the end of the lesson students are able to:

- 1) Find the specific information of the short functional text in the form of short message.
- 2) Find the social function of short functional text in the form of short message.
- 3) Find the language features of short functional text in the form of short message.

E. Teaching Material

Short functional texts: short message.

a. Characteristics of short message:

- A short message is something written or printed to tell and share certain information to certain person
- Its purpose is to tell information to other people

b. The short message (postcard and email) Read and analyse the text!



(vocabulary: vacation, palace, cheers, sightseeing, cart, pulled)

Read and analyse the text!



(Vocabulary list: vacation, palace)

F. Teaching Method

Genre-Based Approach (BKOF- MOT- JCOT- ICOT)

G. Teaching Activity:

Pre-Activity

Opening

- Greeting
- Praying
- Checking attendance list

Main activity

a. BKOF (Building Knowledge of the Field)

- The teacher shows a short message to the students.
- The teacher asks students to tell their prediction about the content of the text.
- The teacher explains that today he will teach about short functional text: short message.

b. MOT (Modelling of Text)

- The teacher and the students are engaged in a discussion which delivers them to the topic.
- The teacher shows the example of short message; *postcard*, the students pay attention to the text.
- The students read and analyze the text.
- The students and the teacher discuss about the text
- The teacher puts the summary of the text
- The students analyze the summary
- The students and the teacher discuss about the summary

c. JCOT (Joint Construction of Text)

- The teacher provides the students incomplete summary of the *email*
- In groups of four, the students analyze the summary
- The students fill in the incomplete summary

- The teacher and the students discuss it together; some students from each group fill in the incomplete summary in the blackboard

d. ICOT (Independent Construction of Text)

- The students read and analyze the text given by the teacher
- The students make their own summary
- The students answer several questions given by the teacher

Post-Activity

Closing

- Give a conclusion and reflection
- Pray and say goodbye

H. Source

1. Wardiman, A. and Jahur, M. 2008. *English in Focus for Grade VIII Junior High School (SMP/MTs)*, Pusat Perbukuan Departemen Pendidikan Nasional.
2. Zaida, N. 2009. *Practice Your English Competence for SMP/MTs Class VIII*. Erlangga

I. Evaluation

1. Technique : Individual-task assessment

Indicators	Technique	Form
1) Identify the specific information of the short functional text in the form of short message.	Written test	Multiple choice
2) Identify the social function of short functional text in the form of short message.		
3) Identify the language features of short functional text in the form of short message.		

LESSON PLAN 3 **(Control Class)**

Name of School	: MTsN Yogyakarta 1
Subject	: English
Class/Semester	: VIII E / 2
Kind of text	: Recount text
Skill Focus	: Reading
Time Allocation	: 4 x 40 minutes
Topic	: Telling past experiences

A. Standard of Competencies

Reading

11. Comprehending the meaning of short simple essay in the form of narrative and recount to interact with the environment.

B. Basic Competency

11.3 Responding to the meaning and the rhetorical steps of short simple essay in the form of narrative and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably

C. Indicators

Students are able to:

- 1) Identify the main topic of short simple essay in the form of recount texts
- 2) Identify the rethorical steps of short simple essay in the form of recount texts
- 3) Identify the communicative purpose of short simple essay in the form of recount texts
- 4) Identify the language characteristics of short simple essay in the form of recount texts

D. Teaching Objectives

In the end of the lesson students are able to:

- 1) find the main topic of short simple essay in the form of recount texts
- 2) find the rethorical steps of short simple essay in the form of recount texts
- 3) find the communicative purpose of short simple essay in the form of recount texts
- 4) find the language characteristics of short simple essay in the form of recount texts

E. Teaching Material

Short essay: Recount text: *Firecracker, A birthday Surprise*

a. Characteristics of Recount Text

- *A recount text* is a text that retells events or experiences happened in the past.
- *Its purpose* is to tell past events or experiences happened in the past.
- *The generic structure of recount text:*
 - *Orientation* is the part of a recount text that introduces the topic, character, time and place.
 - *Set of events* is the part of a recount text that describes series of events happened in the past
 - *Reorientation* is the personal comment of the writer to the story
- *Language features* : simple past tense, action verb, adjective

b. The Recount Text: Firecracker

Read and analyse the text!

FIRECRACKER

When I was a kid, I had a friend who liked to play with firecrackers. His name was Bono.

One day, Bono and his friends were playing in the field. One of Bono's friends brought an empty biscuit can. He then covered the firecracker with the can and when the firecracker exploded, the can bounced up in the air. Bono's friends were all impressed and Bono got very excited. He wanted to impress his friends, too.

Not far from here, Bono saw a big piece of cow manure. He put a firecracker on it, which made the manure look like a birthday cake. When the firecracker exploded, the cow manure was splattered all around. When he turns around, his friends laughed at him so hard that he cried: the cow manure was all over his face!

((Taken from: Practice Your English Competence by Nur Zaida)

The Recount text : A Birthday Surprise

Read and analyse the text!

A Birthday Surprise

I had one unforgettable experience. It happened when I was in high school.

One day, I was called for a meeting. All teachers and my friends were scowling at me. The teachers even punished me and asked me to stand on a chair with my eyes closed in the middle of the school yard. I had no idea why they were being so cruel to me. I was so sad that I couldn't help crying.

Suddenly, I heard my teachers and friends sang "Happy Birthday". After that, they showered me with water until I was soaking wet. Next, they took me to my class. My classmates congratulated me and gave me presents. I was surprised.

(Taken from: Practice Your English Competence by Nur Zaida)

F. Teaching Method

Genre-Based Approach (BKOF- MOT- JCOT- ICOT)

G. Teaching Activity:

Pre-Activity

Opening

- Greeting
- Praying
- Checking attendance list

Main activity

a. BKOF (Building Knowledge of the Field)

- The teacher shows a recount text to the students.
- The teacher asks students to tell their prediction about the content of the text.
- The teacher explains that today he will teach about recount text.

b. MOT (Modelling of Text)

- The teacher and the students are engaged in a discussion which delivers them to the topic
- The teacher shows the example of recount text; *The Birthday Surprise*, the students pay attention to the text
- The students read and analyze the text
- The students and the teacher discuss about the text
- The teacher puts the summary of the text on the blackboard
- The students analyze the summary
- The students and the teacher discuss about the summary

c. JCOT (Joint Construction of Text)

- The teacher provides the students another recount text; *Firecracker*, and the incomplete summary of the text
- In groups of four, the students analyze the incomplete summary.
- The students fill in the incomplete summary
- The students and the teacher discuss it together; some students from each group fill in the incomplete summary which is provided in the blackboard

d. ICOT (Independent Construction of Text)

- The students read and analyze the text given by the teacher
- The students make their own summary
- The students answer several questions given by the teacher

Post-Activity**Closing**

- Give a conclusion and reflection
- Pray and say goodbye

H. Source

1. Wardiman, A. and Jahur, M. 2008. *English in Focus for Grade VIII Junior High School (SMP/MTs)*, Pusat Perbukuan Departemen Pendidikan Nasional.
2. Zaida, N. 2009. *Practice Your English Competence for SMP/MTs Class VIII*. Erlangga

I. Evaluation

1. Technique : Individual-task assessment

Indicators	Technique	Form
1) Identify the main topic of short simple essay in the form of recount texts	Written test	Multiple choice
2) Identify the rethorical steps of short simple essay in the form of recount texts		
3) Identify the social purpose language features of short simple essay in the form of recount texts		
4) Identify the language characteristics of short simple essay in the form of recount texts		

LESSON PLAN 4

(Control Class)

Name of School	: MTsN Yogyakarta 1
Subject	: English
Class/Semester	: VIII E / 2
Kind of text	: Narrative text
Skill Focus	: Reading
Time Allocation	: 4 x 40 minutes
Topic	: Once Upon a Time

A. Standard of Competencies

Reading

11. Comprehending the meaning of short simple essay in the form of narrative and recount to interact with the environment.

B. Basic Competency

11.3 Responding to the meaning and the rhetorical steps of short simple essay in the form of narrative and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably

C. Indicators

Students are able to:

- 1) Identify the main topic and specific informations of narrative texts.
- 2) Identify the rethorical steps of narrative texts.
- 3) Identify the communicative purpose of of narrative texts.
- 4) Identify the language feature of narrative texts.

D. Teaching Objectives

In the end of the lesson students are able to:

- 1) Find the main topic and specific informations of narrative texts.
- 2) Find the rethorical steps of narrative texts.
- 3) Find the communicative purpose of narrative texts.
- 4) Find the language feature of narrative texts.

E. Teaching Material

Short essay: Narrative text: *Babu and The Lion*

a. Characteristics of Narrative Text

- *A narrative text* is an imaginative story to entertain people
- *The generic structure of recount text:*
 - *Orientation* is about the opening paragraph where the characters of the story are introduced
 - *Complication* is Where the problems in the story developed
 - *Resolution* is Where the problems in the story is solved
- *Language features* : simple past tense, action verb, linking words

b. The Narrative Text: Babu and The Lion

Read and analyse the text!

Babu and the Lion

One day, there was a slave whose name was Babu. His master was very bad. He often punched Babu and did not offer him food for days. So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him, at the mouth of the cave, was a very big lion. Babu was scared to death. But he could not escape.

But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. "Please help me. It's very painful" said the lion. Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

The Recount text : Snow White

Read and analyse the text!

Snow White

Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The Queen was her stepmother. She was very jealous of her beauty. So she wanted her to die.

Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs. The queen turned Snow White into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, Prince Charming revived her with a kiss. They lived together happily ever after.

F. Teaching Method

Genre-Based Approach (BKOF- MOT- JCOT- ICOT)

G. Teaching Activity:

Pre-Activity

Opening

- Greeting
- Praying
- Checking attendance list

Main activity

a. BKOF (Building Knowledge of the Field)

- The teacher shows a narrative text to the students.
- The teacher asks students to tell their prediction about the content of the text.
- The teacher explains that today he will teach about narrative text.

b. MOT (Modelling of Text)

- The teacher and the students are engaged in a discussion which delivers them to the topic.
- The teacher shows the example of recount text: *Babu and The Lion*, the students pay attention to the text.
- The students read and analyze the text.
- The students and the teacher discuss about the text.
- The teacher puts the summary of the text on the blackboard.
- The students analyze the summary.
- The students and the teacher discuss about the summary.

c. JCOT (Joint Construction of Text)

- The teacher provides the students another recount text: *Snow White*, and the incomplete summary of the text
- In groups of four, the students analyze the incomplete summary.
- The students fill in the incomplete summary
- The students and the teacher discuss it together; some students from each group fill in the incomplete summary which is provided in the blackboard

d. ICOT (Independent Construction of Text)

- The students read and analyze the text given by the teacher
- The students make their own summary
- The students answer several questions given by the teacher

Post-Activity**Closing**

- Give a conclusion and reflection
- Pray and say goodbye

H. Source

1. Wardiman, A. and Jahur, M. 2008. *English in Focus for Grade VIII Junior High School (SMP/MTs)*, Pusat Perbukuan Departemen Pendidikan Nasional.
2. Zaida, N. 2009. *Practice Your English Competence for SMP/MTs Class VIII*. Erlangga

I. Evaluation

1. Technique : Individual-task assessment

Indicators	Technique	Form
1) Identify the main topic of short simple essay in the form of narrative texts 2) Identify the rethorical steps of short simple essay in the form of narrative texts 3) Identify the social purpose language features of short simple essay in the form of narrative texts 4) Identify the language characteristics of short simple essay in the form of narrative texts	Written test	Multiple choice

LESSON PLAN 1

(Experimental Class)

Name of School	: MTsN Yogyakarta 1
Subject	: English
Class/Semester	: VIII D / 2
Kind of text	: Short functional text: announcement
Skill Focus	: Reading
Time Allocation	: 2 x 40 minutes
Topic	: School Life

A. Standard of Competencies

Reading

11. Comprehending the meaning of short simple essay in the form of narrative and recount to interact with the environment.

B. Basic Competency

11.3 Responding to the meaning and the rhetorical steps of short simple essay in the form of narrative and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably.

C. Indicators

Students are able to:

- 1) Identify the specific information of the short functional text in the form of announcement.
- 2) Identify the social function of short functional text in the form of announcement.
- 3) Identify the language features of short functional text in the form of announcement.

D. Teaching Objectives

In the end of the lesson students are able to:

- 1) Find the specific information of the short functional text in the form of announcement.
- 2) Find the social function of short functional text in the form of announcement.
- 3) Find the language features of short functional text in the form of announcement.

E. Teaching Material

Short functional texts: announcement (Attached)

F. Teaching Method

Genre-Based Approach (BKOF- MOT- JCOT- ICOT)

G. Teaching Activity:**Pre-Activity****Opening**

- Greeting.
- Praying.
- Checking attendance list.

Main activity**a. BKOF (Building Knowledge of the Field)**

- The teacher shows a picture related to the text.
- The teacher asks students to tell their prediction about the content of the text based on the title.
- The teacher explains that today he will teach about announcement text.

b. MOT (Modelling of Text)

- The teacher shows the announcement text and explain the generic structure, the communicative purposes, and the language characteristics of the announcement text to the students.
- The teacher uses a kind of graphic organizers in form of sequence chart to explain the generic structure.
- The teacher writes down the generic structure into the sequence chart.
- Then the teacher and the students discuss the generic structure of the text entitled “Announcement 1”.
- The teacher writes down the result of the discussion into the sequence chart.

c. JCOT (Joint Construction of Text)

- The teacher divides the class into some groups.
- The teacher give a recount text to each group.
- The teacher asks students to identify the generic structure of the “Announcement 2” text by using sequence chart.
- The teacher asks the students to answers the question based on the text.
- The teacher asks each group to swap their work with the other groups for assessing.

d. ICOT (Independent Construction of Text)

- The students are asked to work individually.
- The teacher gives an announcement text to each student and asks them to read it carefully.
- The teacher asks students to write down their own announcement based on their graphic organizers.

Post-Activity**Closing**

- Give a conclusion and reflection.
- Pray and say goodbye.

H. Source

1. English on Sky 2, for Junior High School Students Year VIII
2. www.google.co.id/images

I. Evaluation

Technique : Individual-task assessment

Indicators	Technique	Form
1) Identify the main topic of short simple essay in the form of announcement texts 2) Identify the rethorical steps of short simple essay in the form of announcement texts 3) Identify the social purpose language features of short simple essay in the form of announcement texts 4) Identify the language characteristics of short simple essay in the form of announcement texts	Written test	Multiple choice

TEACHING MATERIAL

BKOF (Building Knowledge of the Field

The image displays four distinct announcement formats. The first is a framed yellow notice about a flight to Osaka. The second is a green notice pinned with a red pushpin about a lost wallet. The third is a light green notice tied with orange ribbons about a student gathering. The fourth is a yellow notice pinned with a purple pushpin about a clearance sale.

Flight number GA 886 to Osaka is about to depart

All passengers please board

immediately

Missing...

My name is Karnina. I've lost my wallet along Jl. Kh. Agus Salim Bekasi.

It contains Driving License, Identity Card, ATM Card and some money.

Everybody who finds the wallet, please contact 08159618251.

There will be a reward for every help.

Karnina

ANNOUNCEMENT

The Students' Association holds a student gathering for students of grade VIII on August 15 at the hall.

Please all students come.

For more information, contact Wandu at the Students' Association office.

Students Association

Clearance sale...

- Leather shoes and boots to be sold out.
- Fifth floor today for one hour only.

Don't miss it!!

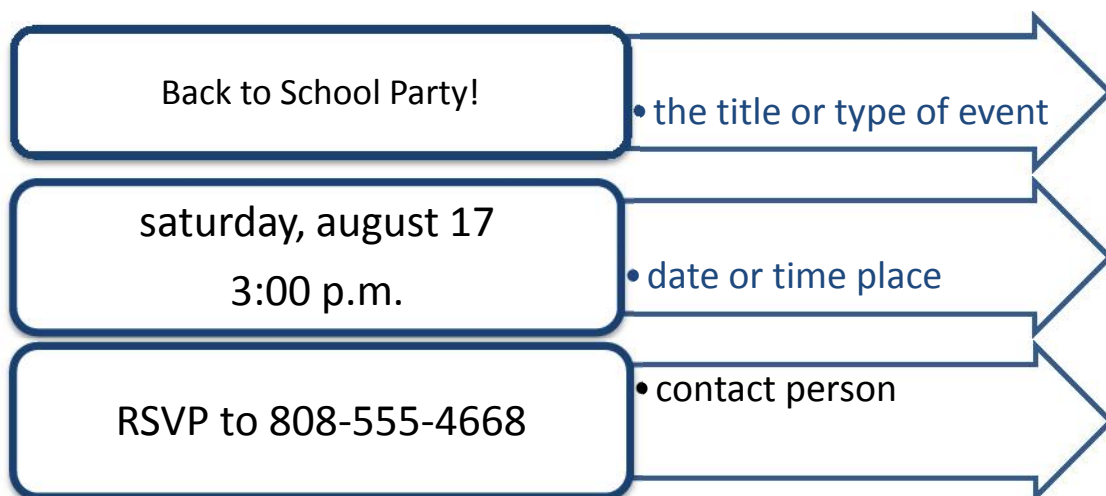
Contoh teks announcement

1. Do you often see the example of the text above?
2. Where do you often see it?

MOT (Modelling of Text): ANNOUNCEMENTS 1



- Announcement text is a written notification addressed to the general public/specific group that contains the information or news notifications
- Generic Structure Announcement
 1. The title or type of event
 2. Date or time, place
 3. Contact person



JCOT (Joint Construction of Text): ANNOUNCEMENTS 2

Read the text below carefully.

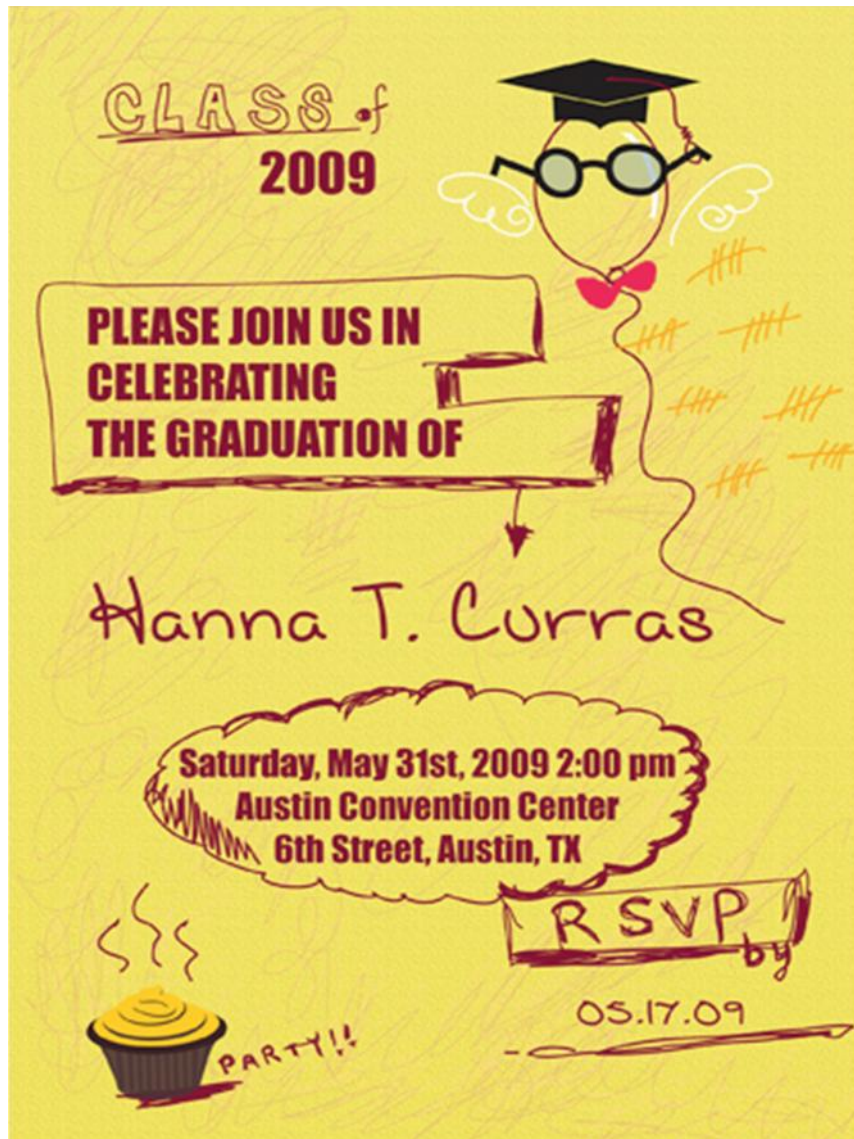


Find the specific information from the text

	• the title or type of event
	• date or time place
	• contact person

ICOT (Independent Construction of Text)

Read the text carefully.



1. Make your own graphic organizers to find the specific informations from the text.
2. Now, make your own announcement based on your graphic organizers.

LESSON PLAN 2

(Experimental Class)

Name of School	: MTsN Yogyakarta 1
Subject	: English
Class/Semester	: VIII D / 2
Kind of text	: Short functional text: short message
Skill Focus	: Reading
Time Allocation	: 2 x 40 minutes
Topic	: Holiday's Plan

A. Standard of Competencies

Reading

11. Comprehending the meaning of short simple essay in the form of narrative and recount to interact with the environment.

B. Basic Competency

11.3 Responding to the meaning and the rhetorical steps of short simple essay in the form of narrative and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably.

C. Indicators

Students are able to:

- 1) Identify the specific information of the short functional text in the form of short message.
- 2) Identify the social function of short functional text in the form of short message.
- 3) Identify the language features of short functional text in the form of short message.

D. Teaching Objectives

In the end of the lesson students are able to:

- 1) Find the specific information of the short functional text in the form of short message.
- 2) Find the social function of short functional text in the form of short message.
- 3) Find the language features of short functional text in the form of short message.

E. Teaching Material

Short functional texts: short message (Attached)

F. Teaching Method

Genre-Based Approach (BKOF- MOT- JCOT- ICOT)

G. Teaching Activity:**Pre-Activity****Opening**

- Greeting.
- Praying.
- Checking attendance list.

Main activity**a. BKOF (Building Knowledge of the Field)**

- The teacher shows a picture related to the text.
- The teacher draws one of graphic organizers in form of word map.
- The teacher writes down the title of the text in the middle of the word map.
- The teacher asks students to tell their prediction about the content of the text based on the title.
- The teacher explains that today he will teach about short message text.

b. MOT (Modelling of Text)

- The teacher shows the short message text and explain the generic structure, the communicative purposes, and the language characteristics of the short message text to the students.
- The teacher uses a kind of graphic organizers in form of sequence chart to explain the generic structure.
- The teacher writes down the generic structure into the sequence chart.
- Then the teacher and the students discuss the generic structure of the text entitled "Letter 1".
- The teacher writes down the result of the discussion into the sequence chart.
- The teacher uses Star Diagram to explain specific informations of the text.

- The teacher writes down Who, When,Where, Why, What, How into the Star Diagram.
- The teacher explain the use of WH-Questions to find specific informations in the “Letter 1”.

c. JCOT (Joint Construction of Text)

- The teacher divides the class into some groups.
- The teacher give a short message text to each group.
- The teacher asks students to identify the generic structure of the “Letter 2” text by using sequence chart.
- The teacher asks students to find the specific informations of “Letter 2” text using WH-Question diagram.
- The teacher asks students to answer the questions witten in Star Diagram..
- The teacher asks the students to answers the question based on the text.
- The teacher asks each group to swap their work with the other groups for assessing.

d. ICOT (Independent Construction of Text)

- The students are asked to work individually.
- The teacher gives a short message text to each student and asks them to read it carefully.
- The teacher asks students to draw their own graphic organizers to find the specific informatin of the text (using WH-Question as the clues).
- The teacher asks students to write down their own letter based on their graphic organizers.

Post-Activity

Closing

- Give a conclusion and reflection.
- Pray and say goodbye.

H. Source

1. English on Sky 2, for Junior High School Students Year VIII
2. www.google.co.id/images

I. Evaluation

Technique : Individual-task assessment

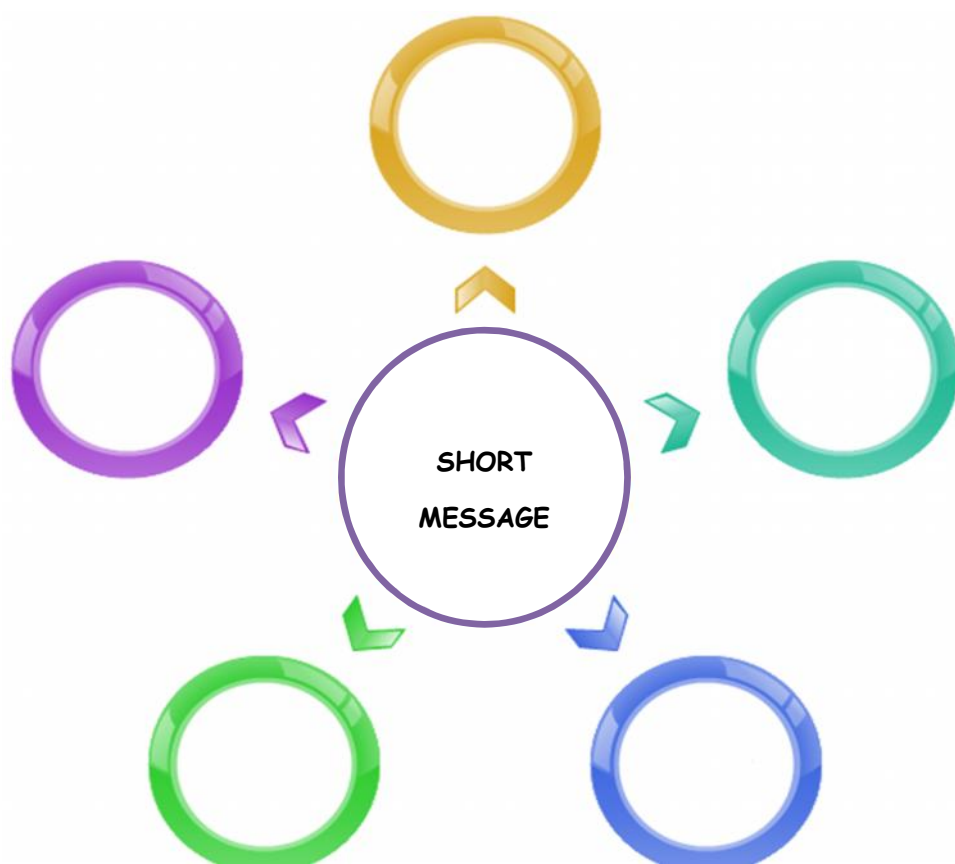
Indicators	Technique	Form
1) Identify the main topic of short simple essay in the form of short message texts 2) Identify the rethorical steps of short simple essay in the form of short message texts 3) Identify the social purpose language features of short simple essay in the form of short message texts 4) Identify the language characteristics of short simple essay in the form of short message texts	Written test	Multiple choice

TEACHING MATERIAL

BKOF (Building Knowledge of the Field)



**What do you think
about the letter?**



MOT (Modelling of Text): LETTER 1

Dear Linda,

Hai I am waiting for the holiday. It will be here in three weeks. My family are planning to go to Bunaken Island. It is well known for its beautiful sea garden. We are going to see the scenery of the garden. Also, I am going to watch the colorful fish and various types of coral reefs from its surface. We are going to use a special boat for that. If possible I am going to do some diving. Wow! It is going to be an interesting experience.

So, how are you? What are you plan for your holidays? Tell me the activities you are going to do. Please write soon.

Your friend,
Dani

Dear Linda,

•Greeting/Salutation

Hai I am waiting for the holiday. It will be here in three weeks. My family are planning to go to Bunaken Island. It is well known for its beautiful sea garden. We are going to see the scenery of the garden. Also, I am going to watch the colorful fish and various types of coral reefs from its surface. We are going to use a special boat for that. If possible I am going to do some diving. Wow! It is going to be an interesting experience.

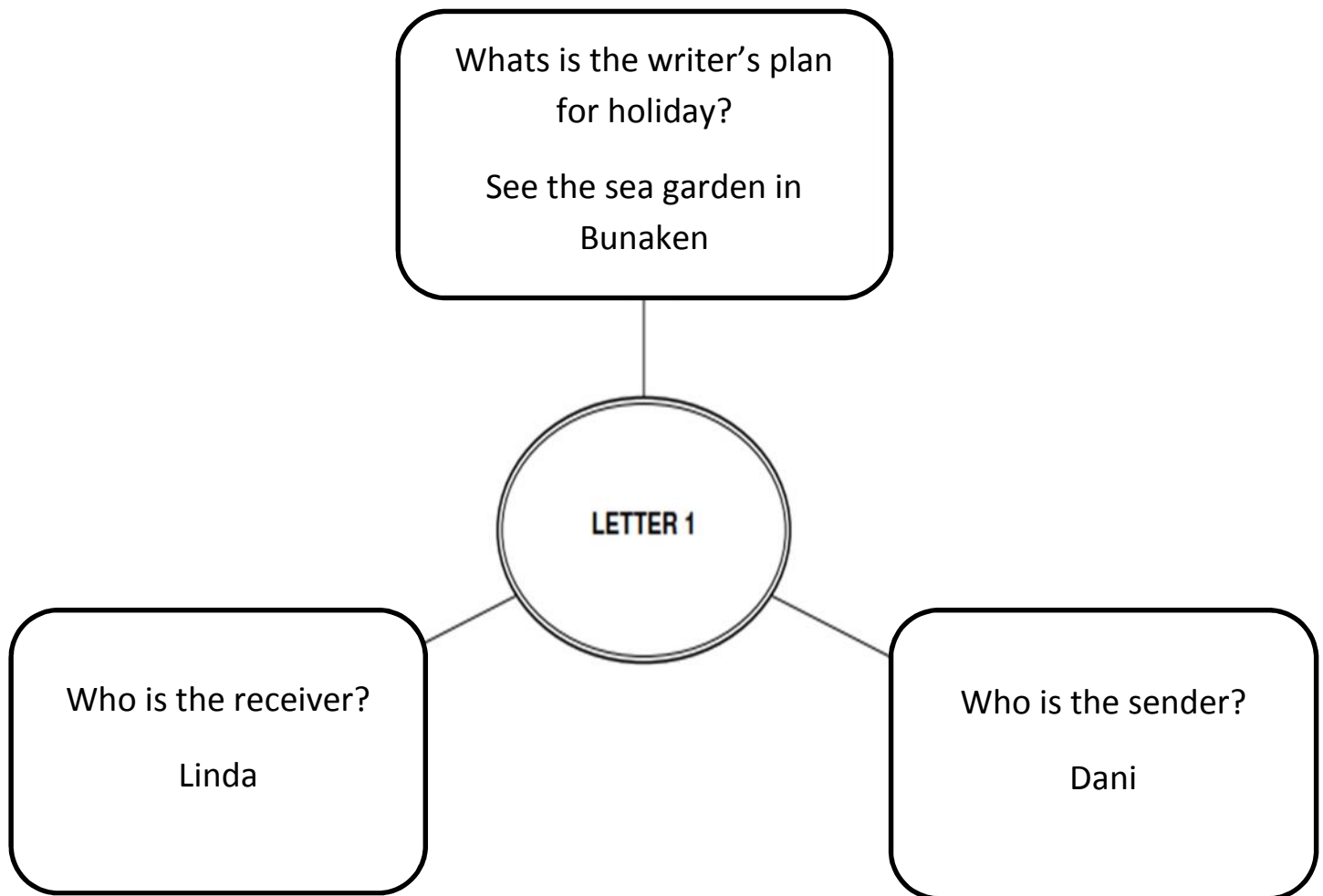
•The Body of the Letter

So, how are you? What are you plan for your holidays? Tell me the activities you are going to do. Please write soon.

•Closing

Your friend,
Dani

•Sender's name and signature



JCOT (Joint Construction of Text)

Read the text below carefully.

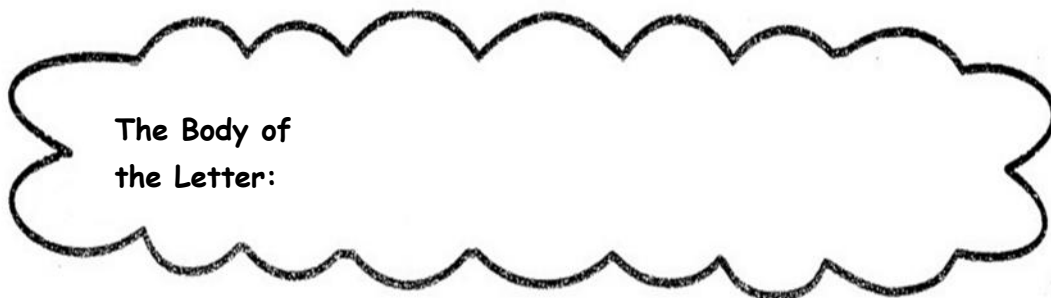
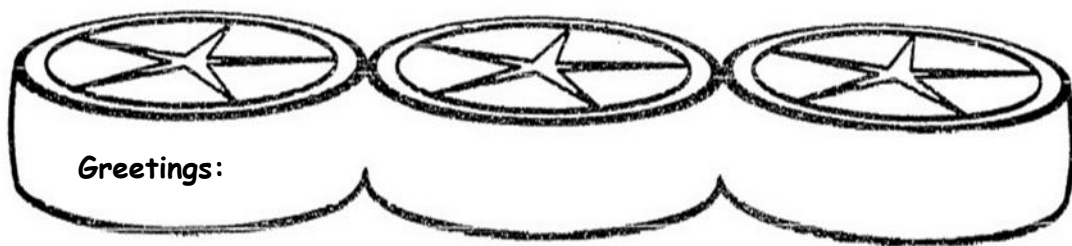
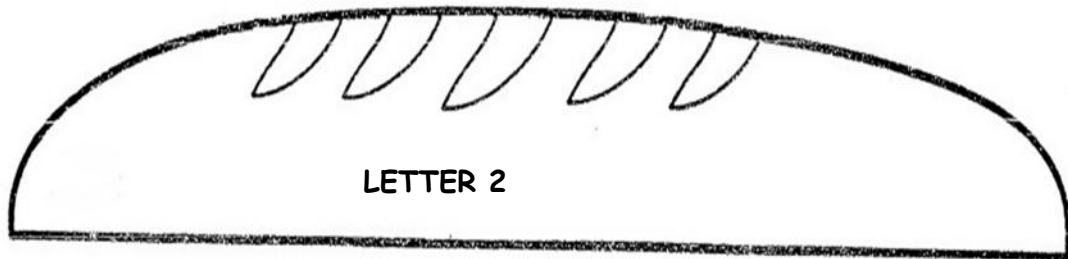
Dear Tom,how's life?

We're going to have a long holiday this summer, aren't we? What are you going to do? You know, summer is a good time for camping and hiking. We are planning to go to the Devon Mountain. It's a nice place for camping and hiking. It's also a nice place for fishing. There's a river near the campsite, but I'm not really keen on it. at night we'll sit around the fire and sing songs.

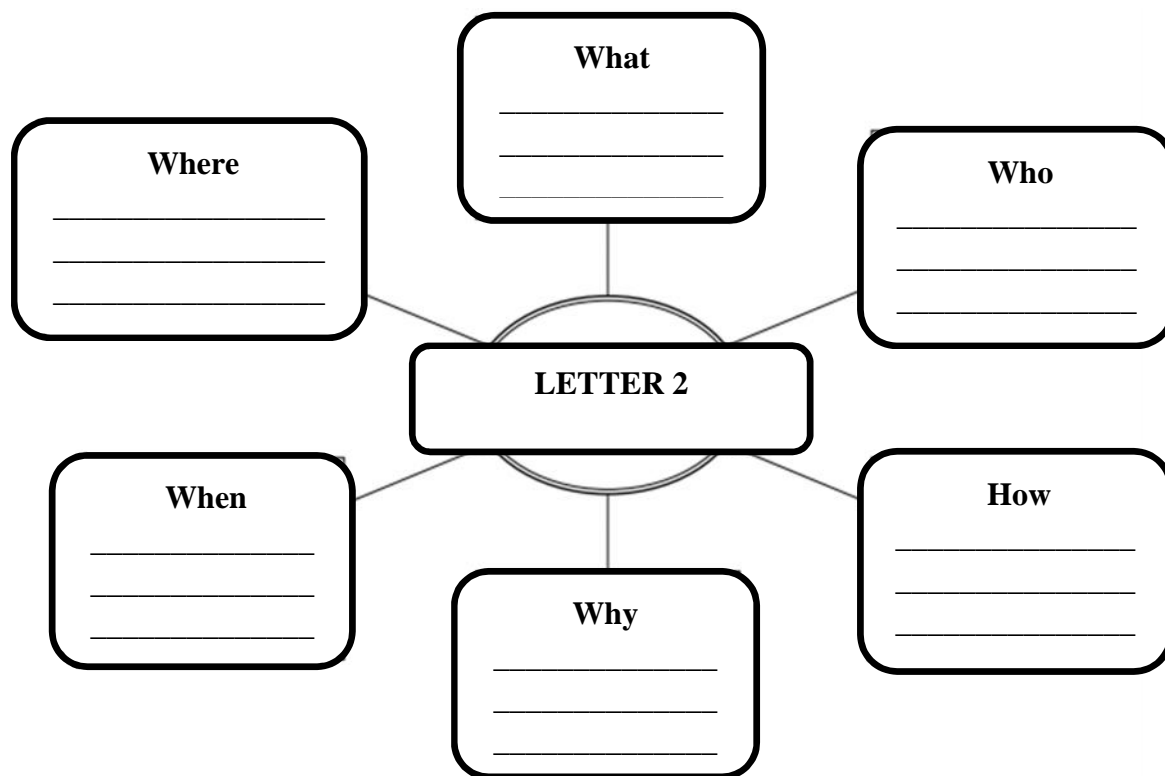
Why don't you join us? It'll be more fun if you come. Let me know soon.

Your best friend
Rajiv

Find the generic structure.



Using the Star Chart below to find the specific information from the text.



ICOT (Independent Construction of Text)

Read the text carefully.

Dear Kelly

Hi Kelly! It has been a while since we met each other. How are you.

By the way, I am going to Bali next weekend. I really hope that you can come. It will be really nice to spend our weekend there. I have booked two hotel rooms at Grand Hotel for us. I really look forward to hearing from you about this plan. It won't be fabulous without you.

Call me as soon as possible because I have to contact the hotel again to confirm about the rooms.

Love
VINA

1. Make your own graphic organizers to find the specific informations from the text. You can use WH-Question to analyse the text.
2. Now, make your own letter based on your graphic organizers.

LESSON PLAN 3

(Experimental Class)

Name of School	: MTsN Yogyakarta 1
Subject	: English
Class/Semester	: VIII D / 2
Kind of text	: Recount Text
Skill Focus	: Reading
Time Allocation	: 4 x 40 minutes
Topic	: Telling past experiences

A. Standard of Competencies

Reading

11. Comprehending the meaning of short simple essay in the form of narrative and recount to interact with the environment.

B. Basic Competency

11.3 Responding to the meaning and the rhetorical steps of short simple essay in the form of narrative and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably.

C. Indicators

Students are able to:

- 1) Identify the main topic of short simple essay in the form of recount texts.
- 2) Identify the rethorical steps of short simple essay in the form of recount texts.
- 3) Identify the communicative purpose of short simple essay in the form of recount texts.
- 4) Identify the language characteristics of short simple essay in the form of recount texts.

D. Teaching Objectives

In the end of the lesson students are able to:

- 1) Find the main topic of short simple essay in the form of recount texts.
- 2) Find the rethorical steps of short simple essay in the form of recount texts.
- 3) Find the communicative purpose of short simple essay in the form of recount texts.
- 4) Find the language characteristics of short simple essay in the form of recount texts.

E. Teaching Material

Recount text (Attached)

F. Teaching Method

Genre-Based Approach (BKOF- MOT- JCOT- ICOT)

G. Teaching Activity:**Pre-Activity****Opening**

- Greeting.
- Praying.
- Checking attendance list.

Main activity**a. BKOF (Building Knowledge of the Field)**

- The teacher shows a picture related to the text.
- The teacher draws one of graphic organizers in form of word map.
- The teacher writes down the title of the text in the middle of the word map.
- The teacher asks students to tell their prediction about the content of the text based on the title.
- The teacher explains that today will teach about recount text.

b. MOT (Modelling of Text)

- The teacher shows the recount text and explain the generic structure, the communicative purposes, and the language characteristics of the recount text to the students.
- The teacher uses a kind of graphic organizers in form of sequence chart to explain the generic structure.
- The teacher writes down the generic structure into the sequence chart.
- Then the teacher and the students discuss the generic structure of the text entitled “My Neighbour’s Wedding Party”.
- The teacher writes down the result of the discussion into the sequence chart.
- The teacher uses Star Diagram to explain specific informations of the text.

- The teacher writes down Who, When, Where, Why, What, How into the Star Diagram.
- The teacher explain the use of WH-Questions to find specific informations in the “My Neighbour’s Wedding Party”.

c. JCOT (Joint Construction of Text)

- The teacher divides the class into some groups.
- The teacher give a recount text to each group.
- The teacher asks students to identify the generic structure of the “My Holiday in Bali” text by using sequence chart.
- The teacher asks students to find the specific informations of “My Holiday in Bali” text using WH-Question diagram.
- The teacher asks students to mention the writer’s activities of each day from the “My Holiday in Bali” text.
- The teacher asks the students to answers the question based on the text.
- The teacher asks each group to swap their work with the other groups for assessing.

d. ICOT (Independent Construction of Text)

- The students are asked to work individually.
- The teacher gives a recount text to each student and asks them to read it carefully.
- The teacher asks students to draw their own graphic organizers to find the specific informatin of the text (using WH-Question as the clues).
- The teacher asks students to write down the story with their own words based on their graphic organizers.

Post-Activity

Closing

- Give a conclusion and reflection.
- Pray and say goodbye.

H. Source

1. English on Sky 2, for Junior High School Students Year VIII
2. www.google.co.id/images

I. Evaluation

Technique : Individual-task assessment

Indicators	Technique	Form
1) Identify the main topic of short simple essay in the form of recount texts 2) Identify the rethorical steps of short simple essay in the form of recount texts 3) Identify the social purpose language features of short simple essay in the form of recount texts 4) Identify the language characteristics of short simple essay in the form of recount texts	Written test	Multiple choice

TEACHING MATERIAL

BKOF (Building Knowledge of the Field



What do you think
the story will tell about?



MOT (Modelling of Text)

MY NEIGHBOUR'S WEDDING PARTY

Hi, everybody. Let me tell you something. Last night I went to my neighbour's wedding party with my family. You know, it was the wedding party of my dad's boss' son.

Well, in the party I had rawon and sate Madura. It's really nice to have them in a traditional wedding like this one. Then I had, you know what, some dawet ayu. After that, I sang for the happy couple.

At about 09.15 we went home. We arrived home rather late. I felt really very happy.



The basic question is, "What is RECOUNT TEXT?"

Here is the answer, recount text is the type of text to retell the past event or the past experiences (what we or someone did, what took place) that is aimed at informing and entertaining. Remember the keyword >> **PAST!**



When do I use it?

To tell what happened or to retell events.

ORIENTATION


Tell who, what, when, where, and why.

SEQUENCE OF EVENTS

Present the events in time order. You may want to comment on the events as you write them.

CONCLUSION

Give your opinion about what has happened in your recount.



The Significant Lexicogrammatical Features

- ⊙ Use of simple past tense.
- ⊙ Use of temporal conjunctions (when, after, before, next, later, then).
- ⊙ Use of personal pronoun (I, we).

My Neighbour's Wedding

TITLE

Hi, everybody. Let me tell you something. Last night I went to my neighbour's wedding party with my family. You know, it was the wedding party of my dad's boss' son.

ORIENTATION

Well, in the party I had *rawon* and *sate Madura*. It's really nice to have them in a traditional wedding like this one.

EVENT 1

Then I had, you know what, some *dawet ayu*.

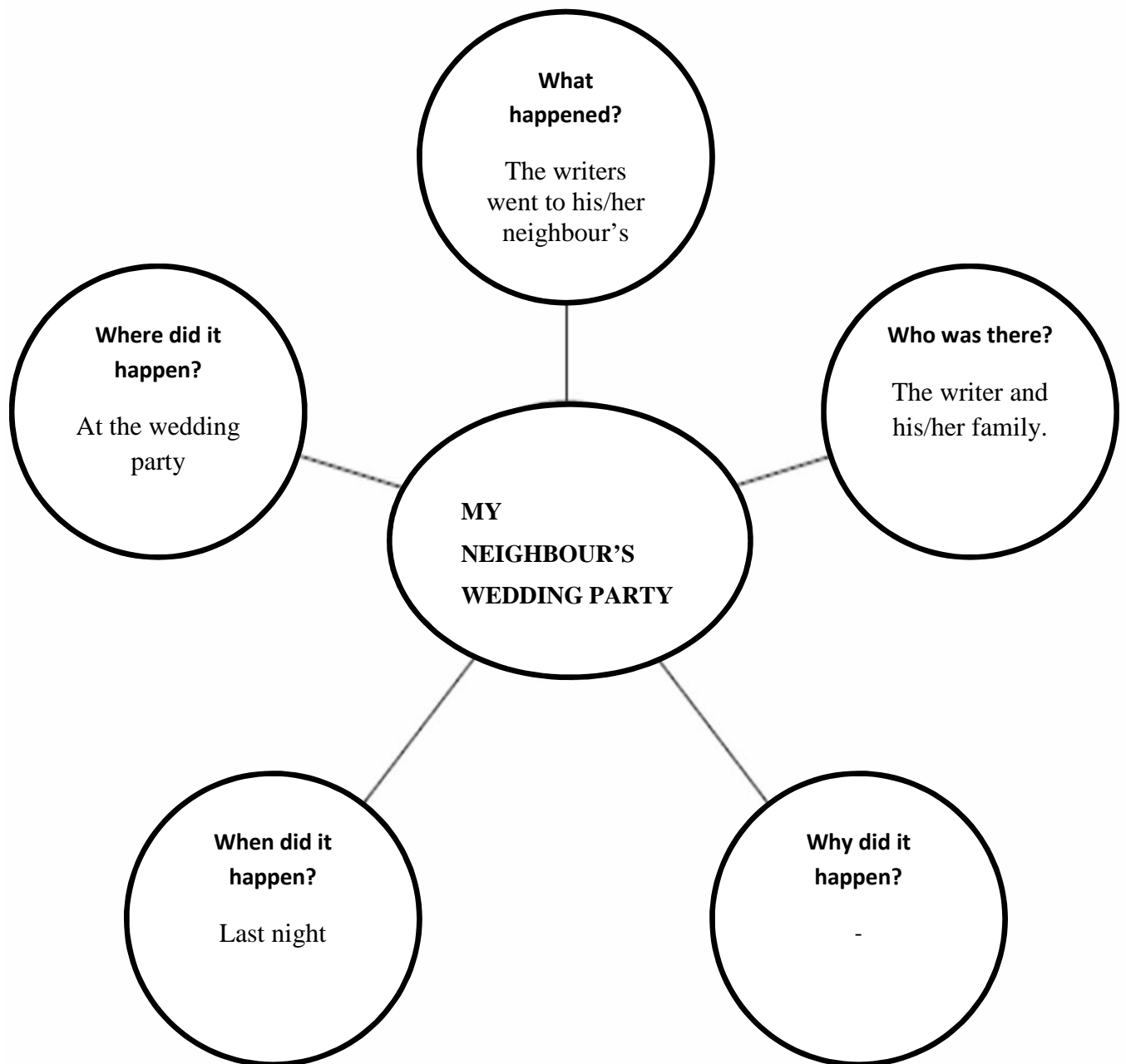
EVENT 2

After that, I sang for the happy couple.

EVENT 3

At about 09.15 we went home. We arrived home rather late. I felt really very happy.

CONCLUSION



JCOT (Joint Construction of Text)

Read the text below carefully.

MY HOLIDAY IN BALI

When I was second grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared ourselves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jetsky, speedboat etc. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkies. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

Find the generic structure.

TITLE:

Orientation:

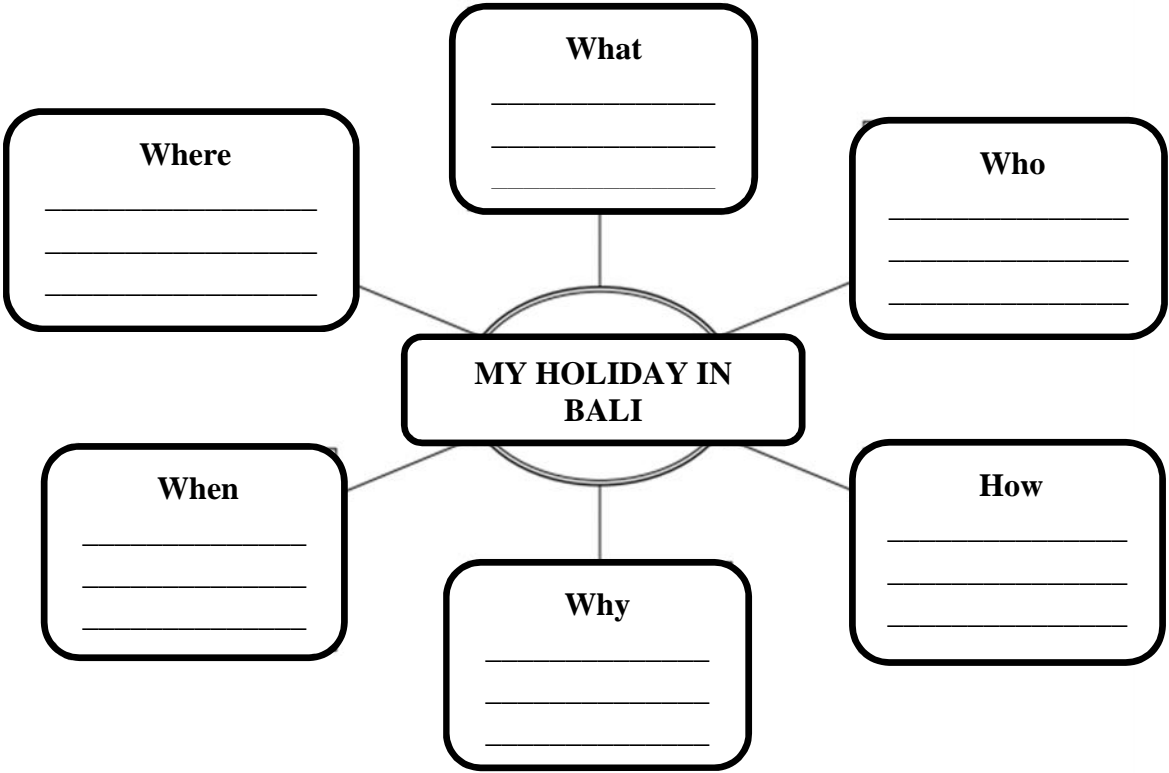
Event 1:

Event 2:

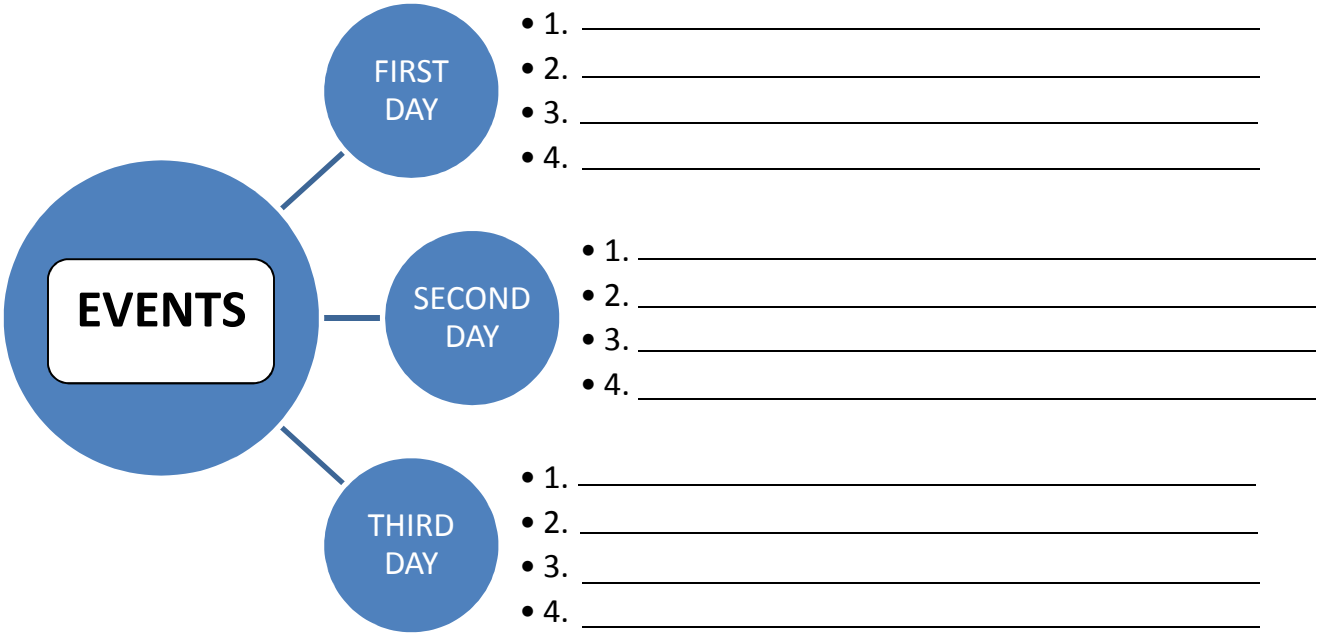
Event 3:

Conclusion:

Using the Star Chart below to find the specific information from the text.



Mention the events of each day.



Answer the question based on the text above!

1. What is the text telling you about?
2. When did the writer go to Bali?
3. What did the writer do on the first day in Bali?
4. Where did the writer go on the second day?
5. Where did the writer go before the writer visited Sukowati market?
6. What did the writer buy at Sukowati market?

ICOT (Independent Construction of Text)

Read the text carefully.

A Tour to the Botanic Gardens

On Thursday 24 April, Year Eight students went to the Botanic Gardens. We walked down and got into the bus.

After we arrived at the gardens, we walked down to the Education Centre. We went to have a look around. First we went to the Orchid Farm and Mrs. Rita read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea.

Next we took some pictures and then we went back to the Education Centre to have lunch. After that we went for a walk.

A lady took us around and introduced herself, then she explained what we were going to do. Next she took us in to the green house. It was most interesting.

Soon after we had finished we went back outside. Finally we got into the bus and returned to school. We were tired but happy.

1. Make your own graphic organizers to find the specific informations from the text. You can use WH-Question to analyse the text.
2. Now, make a summary with your own word based on your graphic organizers.

LESSON PLAN 4

(Experimental Class)

Name of School	: MTsN Yogyakarta 1
Subject	: English
Class/Semester	: VIII D/ 2
Kind of text	: Narrative Text
Skill Focus	: Reading
Time Allocation	: 4 x 40 minutes
Topic	: Once Upon a Time

A. Standard of Competencies

Reading

11. Comprehending the meaning of short simple essay in the form of narrative and recount to interact with the environment.

B. Basic Competency

11.3 Responding to the meaning and the rhetorical steps of short simple essay in the form of narrative and recount texts which are related to the nearest surrounding, accurately, fluently and acceptably.

C. Indicators

Students are able to:

- 1) Identify the main topic and specific informations of narrative texts.
- 2) Identify the rethorical steps of narrative texts.
- 3) Identify the communicative purpose of of narrative texts.
- 4) Identify the language feature of narrative texts.

D. Teaching Objectives

In the end of the lesson students are able to

- 1) Find the main topic and specific informations of narrative texts.
- 2) Find the rethorical steps of narrative texts.
- 3) Find the communicative purpose of narrative texts.
- 4) Find the language feature of narrative texts.

E. Teaching Material

Narrative text (Attached)

F. Teaching Method

Genre-Based Approach (BKOF- MOT- JCOT- ICOT)

G. Teaching Activities:**Pre-Activity****Opening**

- Greeting.
- Praying.
- Checking attendance list.

Main activity**a. BKOF (Building Knowledge of the Field)**

- The teacher shows a picture related to the text.
- The teacher asks some questions about the picture
- The teacher explains that today he will teach about narrative text.

b. MOT (Modelling of Text)

- The teacher shows the narrative text entitled *Babu and The Lion* and explain the generic structure, the communicative purposes, and the language characteristics of the narrative text to the students.
- The teacher uses a kind of graphic organizers in form of sequence chart to explain the generic structure.
- The teacher writes down the generic structure into the sequence chart.
- Then the teacher and the students discuss the generic structure of the text.
- The teacher writes down the result of the discussion into the sequence chart.
- The teacher uses Flowchart to find specific informations of the text.
- The teacher and the students make a discussion to find the answer of the questions.
- The teacher gives a list of some words to the students and asks them to find the correct meaning of each word using dictionary.

c. JCOT (Joint Construction of Text)

- The teacher divides the class into some groups.
- The teacher give a narrative text to each group.
- The teacher asks students to identify the generic structure of the “*Snow White*” text by using sequence chart.
- The teacher asks students to find the answer of some questions of the “*Snow White*” text using a flowchart.
- The teacher gives another narrative text entitled “*Cinderella*”.
- The teacher asks students to rearrange the text into a good paragraph.
- The teacher asks students to retell “*Snow White*” story using their own words using a flowchart.
- The teacher asks each group to swap their work with the other groups for assessing.

d. ICOT (Independent Construction of Text)

- The students are asked to work individually.
- The teacher asks students to tell a story that familiar with them.
- The teacher gives some questions guide and a flowchart to draft their ideas.
- The teacher asks students to read the story with their own words based on their flowchart.

Post-Activity

Closing

- Give a conclusion and reflection.
- Pray and say goodbye.

H. Source

1. English on Sky 2, for Junior High School Students Year VIII
2. www.google.co.id/images

I. Evaluation

Technique : Individual-task assessment

Indicators	Technique	Form
1) Identify the main topic of short simple essay in the form of narrative texts 2) Identify the rethorical steps of short simple essay in the form of narrative texts 3) Identify the social purpose language features of short simple essay in the form of narrative texts 4) Identify the language characteristics of short simple essay in the form of narrative texts	Written test	Multiple choice

TEACHING MATERIAL

BKOF (Building Knowledge of the Field)



- 1) *What do you think about the picture?*
- 2) *Do you like to read a fairy tale?*
- 3) *Can you mention some examples of fairy tale title?*

MOT (Modelling of Text)*Read it carefully.***Babu and the Lion**

One day, there was a slave whose name was Babu. His master was very bad. He often punched Babu and did not offer him food for days. So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him, at the mouth of the cave, was a very big lion. Babu was scared to death. But he could not escape.

But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. "Please help me. It's very painful" said the lion. Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

**Babu and the Lion****TITLE**

One day, there was a slave whose name was Babu. His master was very bad. He often punched Babu and did not offer him food for days. So he escaped into a forest and slept in a cave.

• Orientation

Next morning, he heard a loud roar. In front of him, at the mouth of the cave, was a very big lion. Babu was scared to death. But he could not escape.

• Complication

But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. "Please help me. It's very painful" said the lion. Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

• Resolution

Find the answers to the questions below.

Babu and the Lion

1. What was the slave's name?

2. Was the master kind or bad?

3. Where did the slave run away?

4. Where did he sleep?

5. What animal did he see next morning?

6. Was the animal big or small?

7. Was the slave afraid of the animal?

8. Did the animal attack him?

9. What did the slave do to the animal?

With a partner, draw a line to match the word in Column A with the meaning in Column B. Use your dictionary.



- 1. slave
- 2. landlord
- 3. master
- 4. forest
- 5. cave
- 6. roar
- 7. thorn
- 8. foot
- 9. escape



- a. telapak kaki
- b. auman
- c. hutan
- d. budak
- e. duri
- f. tuan
- g. melarikan diri
- h. gua
- i. tuan tanah

JCOT (Joint Construction of Text)

Read the text below carefully.

Snow White

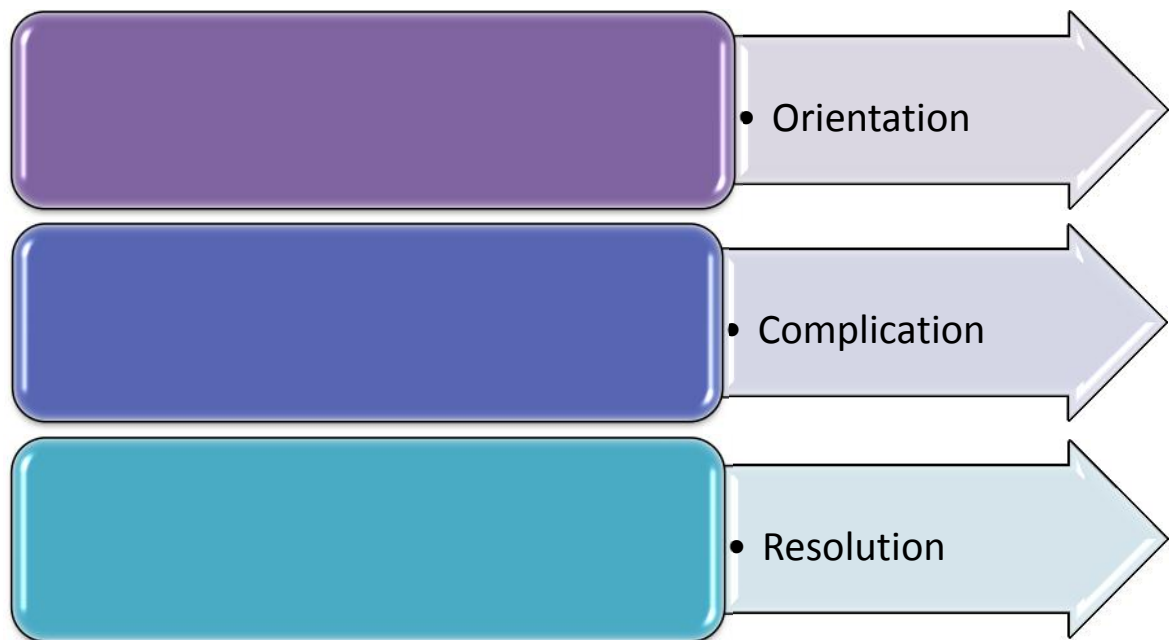
Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The Queen was her stepmother. She was very jealous of her beauty. So she wanted her to die.

Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs. The queen turned Snow White into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, Prince Charming revived her with a kiss. They lived together happily ever after.



Find the generic structure.



Using the Graphic Organizer below to answer the questions.

Snow White	Question 1	<ol style="list-style-type: none"> 1. What is the story about? 2. When and where did the story happen? 3. What problems did Snow White have? 4. What happened to her then? 5. Who came to help her? 6. What did he do to Snow White? 7. How did they live after that?
	Question 2	
	Question 3	
	Question 4	
	Question 5	
	Question 6	
	Question 7	

Here is a Cinderella story for you to rearrange. Pay a close attention to its parts so that it becomes a good narrative.

One day there was a party at the palace. All were invited. Her stepsisters would not let her go with them. Cinderella was sad.

1

Finally the Prince found Cinderella and they got married and lived happily ever after.

2

Once upon a time there was a girl called Cinderella. She lived with her stepmother and stepsisters. They were very very bossy. She had to do all the housework.

3

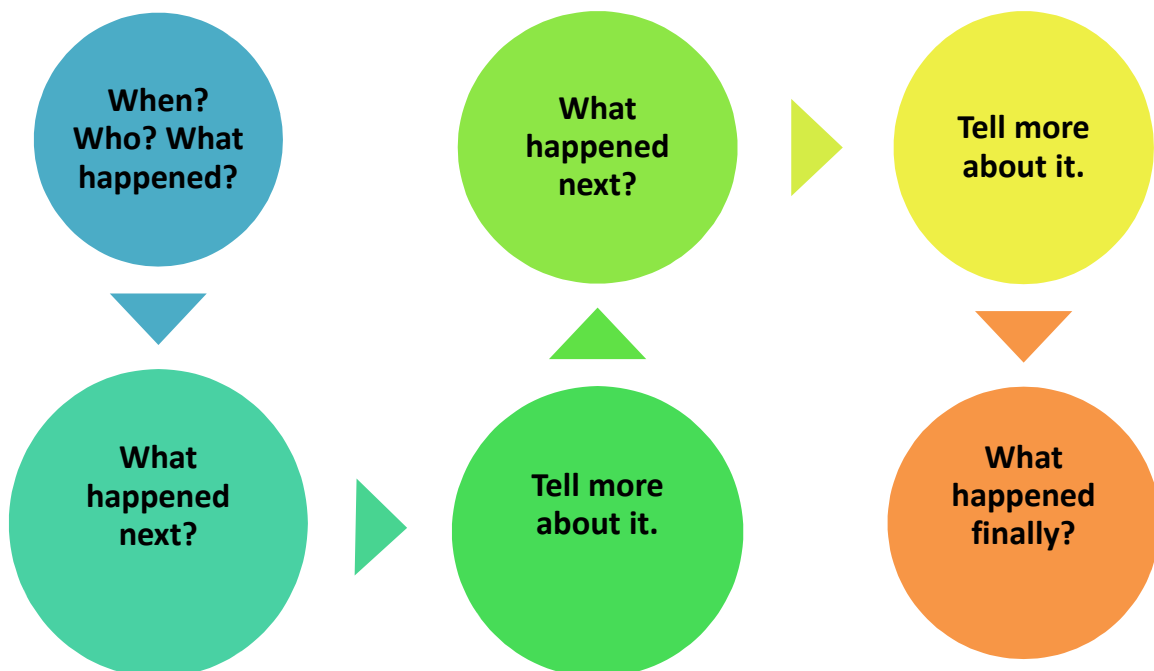
The Prince took her glass shoe. He traveled around the country to find a girl that matched the glass shoe.

4

The Fairy Godmother came and helped her to go to the ball. Cinderella danced with the prince. After a while, the clock stroke twelve. She left him one of her glass shoes and went home.

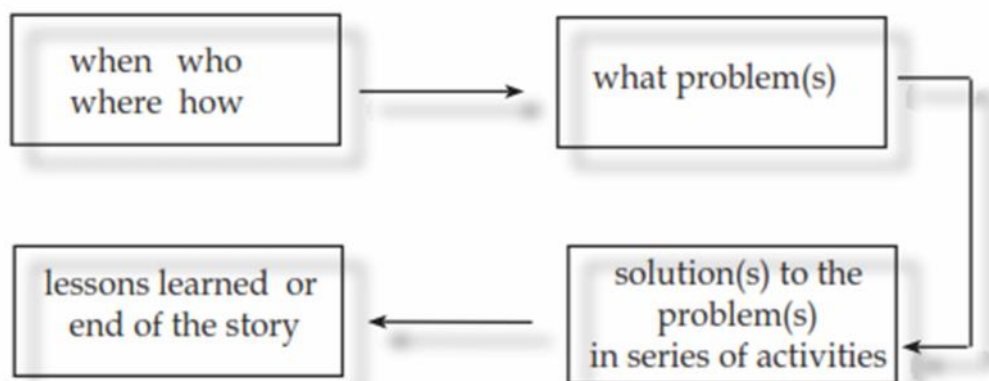
5

Work in pairs. Retell Snow White story using your own words. Before retelling the story, make the draft of your story using the following flowchart.



ICOT (Independent Construction of Text)

- Please read and make a summary about the story that you know well. Your story can be a local folklore, familiar to all of you, for example Malin Kundang from West Sumatera, Sangkuriang from West Java, the story of Tengger from East Java, etc.
- Use the questions and chart below to guide you.
 1. Where did it happen?
 2. When did it happen?
 3. Who were the characters?
 4. What happened to the characters?
 5. How did the characters resolve the problems?
 6. What was the ending of the story?



APPENDIX 3

COMPUTATION

- 1) VALIDITY AND RELIABILITY**
- 2) DESCRIPTIVE STATISTICS**
- 3) INFERENCE STATISTICS**
- 4) HYPOTHESIS**

No	Nomer Soal																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	0	1	1	0
2	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	1	0
3	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0
4	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1
5	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	1	0
6	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0	0	0	1	1	0
7	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	0
8	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	1	1
9	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0
10	1	1	1	0	1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	0
11	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	0
12	1	1	0	1	1	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0	1	1	1
13	1	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	0	1	1	0
14	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	1	0
15	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	1	0
16	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	1	0
17	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0
18	1	1	1	0	0	1	0	1	1	1	0	1	0	1	0	1	0	0	1	0	1	1	1
19	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0
20	0	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0
21	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	0	1	1	0
22	1	0	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	0	1	0	1	1	0
23	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	1	0
24	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	0
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
26	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
27	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1
28	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1
29	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
30	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
31	0	0	1	1	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	1	1	0
32	0	0	1	0	1	1	1	1	1	0	0	0	1	0	1	1	0	0	0	0	0	0	0
33	0	1	0	0	1	1	0	1	0	1	1	0	0	1	1	1	1	0	1	0	1	0	0
34	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1
35	0	1	0	1	1	1	1	0	0	0	0	0	0	1	1	1	1	0	1	0	1	1	0
36	0	0	1	0	0	1	0	0	0	1	0	0	0	1	1	0	1	1	1	0	0	1	0
benar	30	27	33	30	34	33	29	29	33	19	11	25	25	34	31	33	30	13	33	15	28	34	11
salah	6	9	3	6	2	3	7	7	3	17	25	11	11	2	5	3	6	23	3	21	8	2	25
Mp	32,10	31,59	30,97	31,57	30,68	29,88	31,66	31,28	31,21	29,84	33,73	32,44	31,72	30,76	30,97	30,94	31,47	33,92	30,91	33,73	30,54	30,82	34,82
p	0,833	0,750	0,917	0,833	0,944	0,917	0,806	0,806	0,917	0,528	0,306	0,694	0,694	0,944	0,861	0,917	0,833	0,361	0,917	0,417	0,778	0,944	0,306
q	0,167	0,250	0,083	0,167	0,056	0,083	0,194	0,194	0,083	0,472	0,694	0,306	0,306	0,056	0,139	0,083	0,167	0,639	0,083	0,583	0,222	0,056	0,694
r point biserial	0,690	0,400	0,450	0,507	0,374	-0,104	0,489	0,371	0,572	-0,039	0,370	0,543	0,377	0,430	0,337	0,434	0,473	0,441	0,419	0,472	0,129	0,467	0,480
r tabel	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329
keterangan	V	V	V	V	V	TV	V	V	V	TV	V	V	V	V	V	V	V	V	V	V	TV	V	V
pq	0,139	0,188	0,076	0,139	0,052	0,076	0,157	0,157	0,076	0,249	0,212	0,212	0,212	0,052	0,120	0,076	0,139	0,231	0,076	0,243	0,173	0,052	0,212

Nomer Soal																						Total	
24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45		
1	0	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	0	1	1	0	28	
1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	0	1	1	1	33	
1	0	1	0	0	0	1	0	0	1	1	1	0	0	1	0	0	1	0	0	0	1	29	
1	0	1	1	1	0	1	0	0	1	1	1	0	0	1	0	0	1	1	1	0	1	33	
1	0	0	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	0	1	1	0	29	
1	0	0	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	0	1	1	0	26	
1	0	0	1	1	0	1	0	0	1	1	1	0	0	1	0	0	1	1	1	0	1	31	
1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	1	1	1	1	33	
1	0	0	1	1	0	1	0	0	1	1	1	0	0	1	0	0	1	1	1	0	1	31	
1	0	0	1	1	0	1	0	0	1	1	1	0	0	1	0	0	1	1	1	0	1	28	
1	0	0	1	1	0	1	0	0	1	1	1	0	0	1	0	0	1	1	1	0	1	31	
1	0	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	0	0	1	0	0	23	
1	1	1	1	0	1	1	0	0	1	1	1	0	0	1	0	0	1	0	0	0	1	27	
1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	0	1	1	1	33	
1	0	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	0	1	1	0	30	
1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	0	1	1	1	33	
1	0	0	1	1	0	1	0	0	1	1	1	0	0	1	0	0	1	1	1	0	1	32	
1	0	0	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	0	1	1	0	25	
1	0	0	1	1	0	1	0	0	1	1	1	0	0	1	0	0	1	0	1	0	1	29	
1	0	0	1	1	0	1	0	0	1	1	1	0	1	1	0	0	1	1	1	0	1	30	
1	0	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	1	0	1	1	0	31	
1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	0	0	1	0	1	1	0	30	
1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	0	1	1	1	34	
1	0	1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	1	1	1	1	35	
1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	1	1	1	1	0	38	
1	1	1	1	1	1	1	0	0	1	1	1	0	0	1	0	0	1	1	1	0	1	36	
0	1	1	1	1	1	1	0	0	1	1	1	0	0	1	0	0	1	1	1	1	1	37	
1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	1	1	39	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	45	
1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0	37	
1	1	0	1	0	0	1	0	0	1	1	1	0	0	0	0	0	1	0	1	0	1	19	
1	0	1	1	0	1	1	0	0	1	1	1	0	0	0	0	0	0	0	1	0	0	18	
0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	1	0	1	17	
1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	0	1	37	
0	0	1	0	1	0	1	1	0	1	1	0	0	0	1	0	0	0	0	1	1	0	21	
0	0	0	0	1	0	0	0	0	1	0	1	0	0	1	0	0	1	0	1	0	0	15	
32	9	22	31	31	23	35	19	3	34	35	34	3	6	23	3	2	27	15	34	19	23	1083	jumlah
4	27	14	5	5	13	1	17	33	2	1	2	33	30	13	33	34	9	21	2	17	13	30,08	Mt
31,03	34,67	32,59	31,10	31,39	32,04	30,51	32,47	39,67	30,26	30,51	30,74	40,33	36,33	31,83	39,67	41,00	31,33	33,73	30,21	32,47	31,83	6,54	St
0,889	0,250	0,611	0,861	0,861	0,639	0,972	0,528	0,083	0,944	0,972	0,944	0,083	0,167	0,639	0,083	0,056	0,750	0,417	0,944	0,528	0,639	42,76	Vt
0,111	0,750	0,389	0,139	0,139	0,361	0,028	0,472	0,917	0,056	0,028	0,056	0,917	0,833	0,361	0,917	0,944	0,250	0,583	0,056	0,472	0,361		
0,410	0,405	0,481	0,386	0,496	0,399	0,390	0,386	0,442	0,114	0,390	0,411	0,473	0,427	0,354	0,442	0,405	0,331	0,472	0,077	0,386	0,354		
0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329	0,329		
V	V	V	V	V	V	V	V	V	TV	V	V	V	V	V	V	V	V	V	TV	V	V	jumlah pq	KR20
0,099	0,188	0,238	0,120	0,120	0,231	0,027	0,249	0,076	0,052	0,027	0,052	0,076	0,139	0,231	0,076	0,052	0,188	0,243	0,052	0,249	0,231	6,337	0,871

No	Nomer Soal																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	28	0	28	28	28	28	28	28	28	0	0	28	28	28	28	28	0	0	28	0	28	28	0	28	0	28	28	28	28	28
2	33	33	33	33	33	33	33	33	33	0	0	33	33	33	33	33	33	0	33	0	33	33	0	33	0	33	33	33	33	33
3	29	29	29	29	29	29	29	29	29	29	29	0	29	29	0	29	29	0	29	29	29	29	0	29	0	29	0	0	0	29
4	33	33	33	33	33	33	33	33	33	33	0	0	33	33	33	33	33	33	33	33	0	33	33	33	0	33	33	33	0	33
5	29	29	29	29	29	29	29	29	29	0	0	29	29	29	29	29	29	0	29	0	29	29	0	29	0	0	29	29	29	29
6	26	0	26	26	26	26	26	26	26	0	0	26	26	26	26	26	0	0	0	0	26	26	0	26	0	0	26	26	26	26
7	31	31	31	31	31	31	31	31	31	31	0	31	0	31	31	31	31	0	31	31	31	31	0	31	0	0	31	31	0	31
8	33	33	33	0	33	0	33	33	33	0	33	0	33	33	33	33	33	0	33	33	0	33	33	33	0	33	33	33	33	33
9	31	31	31	31	31	31	31	31	31	31	0	31	0	31	31	31	31	31	31	31	0	31	0	31	0	0	31	31	0	31
10	28	28	28	0	28	0	28	28	28	28	0	28	0	28	28	0	28	0	28	28	28	28	0	28	0	0	28	28	0	28
11	31	31	31	31	31	31	31	31	31	31	31	0	31	31	31	31	31	0	31	31	0	31	0	31	0	0	31	31	0	31
12	23	23	0	23	23	23	0	0	23	23	0	23	0	23	0	23	0	0	23	0	23	23	23	23	0	0	23	23	23	23
13	27	0	27	27	27	27	27	27	27	0	0	0	27	27	0	27	27	0	27	0	27	27	0	27	27	27	27	0	27	27
14	33	33	33	33	33	33	33	33	33	0	0	33	33	33	33	33	33	0	33	0	33	33	0	33	0	33	33	33	33	33
15	30	30	30	30	30	30	30	30	30	0	0	30	30	30	30	30	30	0	30	0	30	30	0	30	0	30	30	30	30	30
16	33	33	33	33	33	33	33	33	33	0	0	33	33	33	33	33	33	0	33	0	33	33	0	33	0	33	33	33	33	33
17	32	32	32	32	32	32	32	32	32	32	0	32	0	32	32	32	32	32	32	32	32	32	0	32	0	0	32	32	0	32
18	25	25	25	0	0	25	0	25	25	25	0	25	0	25	0	25	0	0	25	0	25	25	25	25	0	0	25	25	25	25
19	29	29	29	29	29	29	0	29	29	29	29	0	29	29	29	29	29	0	29	0	29	29	0	29	0	0	29	29	0	29
20	0	0	30	30	30	30	30	30	30	30	0	30	0	30	30	30	30	30	30	30	0	30	0	30	0	0	30	30	0	30
21	31	31	31	31	31	31	31	0	31	0	0	31	31	31	31	31	31	31	31	0	31	31	0	31	0	31	31	31	31	31
22	30	0	30	30	30	30	30	0	30	0	0	30	30	30	30	30	30	0	30	0	30	30	0	30	0	30	30	30	30	30
23	34	34	34	34	34	34	34	34	34	0	0	34	34	34	34	34	34	0	34	0	34	34	0	34	34	34	34	34	34	34
24	35	35	35	35	35	35	35	35	35	0	0	35	35	35	35	35	35	0	35	35	35	35	0	35	0	35	35	35	35	35
25	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	
26	36	36	36	36	36	0	36	36	36	36	0	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
27	37	37	37	37	37	37	37	37	37	37	37	37	0	37	37	37	37	37	37	37	37	37	37	0	37	37	37	37	37	37
28	39	39	39	39	39	39	39	39	39	0	39	39	39	39	39	39	39	39	39	39	0	39	39	39	39	39	39	39	39	39
29	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	45	
30	37	37	37	37	37	37	0	0	37	37	37	37	37	37	37	37	37	37	37	0	37	37	37	37	37	0	37	37	37	37
31	0	0	19	19	19	19	0	0	19	19	0	0	19	0	0	0	0	0	0	0	0	19	19	0	19	19	0	19	0	19
32	0	0	18	0	18	18	18	18	18	0	0	0	18	0	18	18	0	0	0	0	0	0	0	18	0	18	18	0	18	18
33	0	17	0	0	17	17	0	17	0	17	17	0	0	17	17	17	17	0	17	0	17	0	0	0	0	0	0	0	0	17
34	37	0	37	37	37	37	37	37	37	37	0	37	37	37	37	37	37	37	37	37	0	37	37	37	0	37	37	37	37	37
35	0	21	0	21	21	21	21	0	0	0	0	0	0	21	21	21	21	0	21	0	21	21	0	0	0	21	0	21	0	21
36	0	0	15	0	0	15	0	0	0	15	0	0	0	15	15	0	15	15	15	0	0	15	0	0	0	0	0	15	0	0
jumlah	963	853	1022	947	1043	986	918	907	1030	567	371	811	793	1046	960	1021	944	441	1020	506	855	1048	383	993	312	717	964	973	737	1068

Nomer Soal														
31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
28	0	28	28	28	0	0	0	0	0	0	0	28	28	0
33	0	33	33	33	0	0	33	0	0	33	0	33	33	33
0	0	29	29	29	0	0	29	0	0	29	29	0	0	29
0	0	33	33	33	0	0	33	0	0	33	33	33	0	33
29	0	29	29	29	0	0	0	0	0	0	0	29	29	0
26	0	26	26	26	0	0	0	0	0	0	0	26	26	0
0	0	31	31	31	0	0	31	0	0	31	31	31	0	31
33	0	33	33	33	0	0	33	0	0	33	33	33	33	33
0	0	31	31	31	0	0	31	0	0	31	31	31	0	31
0	0	28	28	28	0	0	28	0	0	28	28	28	0	28
0	0	31	31	31	0	0	31	0	0	31	31	31	0	31
0	0	23	23	23	0	0	0	0	0	0	0	23	0	0
0	0	27	27	27	0	0	27	0	0	27	0	0	0	27
33	0	33	33	33	0	0	33	0	0	33	0	33	33	33
30	0	30	30	30	0	0	0	0	0	0	0	30	30	0
33	0	33	33	33	0	0	33	0	0	33	0	33	33	33
0	0	32	32	32	0	0	32	0	0	32	32	32	0	32
25	0	25	25	25	0	0	0	0	0	0	0	25	25	0
0	0	29	29	29	0	0	29	0	0	29	0	29	0	29
0	0	30	30	30	0	30	30	0	0	30	30	30	0	30
31	0	31	31	31	0	0	0	0	0	31	0	31	31	0
30	0	30	30	30	0	30	0	0	0	30	0	30	30	0
34	0	34	34	34	0	0	34	0	0	34	0	34	34	34
35	0	35	35	35	0	0	35	0	0	35	35	35	35	35
38	0	38	38	38	0	0	0	0	0	38	38	38	38	0
0	0	36	36	36	0	0	36	0	0	36	36	36	0	36
0	0	37	37	37	0	0	37	0	0	37	37	37	37	37
39	0	39	39	39	39	39	39	0	0	39	0	39	39	39
45	45	45	45	45	45	45	45	45	45	45	45	45	45	45
37	37	37	37	37	37	37	0	37	37	0	0	37	37	0
0	0	19	19	19	0	0	0	0	0	19	0	19	0	19
0	0	18	18	18	0	0	0	0	0	0	0	18	0	0
0	0	0	17	0	0	0	0	0	0	17	0	17	0	17
37	37	0	37	37	0	37	37	37	0	37	37	37	0	37
21	0	21	21	0	0	0	21	0	0	0	0	21	21	0
0	0	15	0	15	0	0	15	0	0	15	0	15	0	0
617	119	1029	1068	1045	121	218	732	119	82	846	506	1027	617	732

Scores of the Control Class Pretest

1. Andika Risky Pradana	62.5
2. Aninda Hepy Devitasari	62,5
3. Aninda Naswa Faradila	65
4. Annisa Fitri	67,5
5. Aramitha Nur Hidayah	65
6. Arfian Fani	60
7. Arif Rahmat Fauzi	65
8. Arista Windi Atuti	55
9. Dhandy Rivan Yogatama Putra	67.5
10. Dwi Elya Wulandari	72.5
11. Faizal Nur Rahmat	62.5
12. Fanny Garawanti	62.5
13. Fitriati Tri Rida Azizah	57,5
14. Frelia Elyas Wati	62,5
15. Ichsan Nurrozi	65
16. Lutfiyanti Agustina	62,5
17. M. F. Abidzar	70
18. M. Nur Alfian A. L.	60
19. M. Yusuf Noor Khozain	75
20. Muhammad Aziz Shobari	65
21. Muh. Berdy Setyawan	65
22. M. Ivan Yusrizal	60
23. Muh. Miftah	57.5
24. Nadia Nur A.	65
25. Nakita Anggi Yasmine	60
26. Neng Rania Nurfaiza A.	62.5
27. Noval Maulana Azis	57.5
28. Novianto Nugroho	62.5
29. Phoerindra Hapsa A. M.	70
30. Prinovianto	60
31. Rhadiya Mufida	62.5
32. Rina Silvia	62.5
33. Risqi Prambudiyanto	62.5
34. Rohbiyanti	67.5
35. Siti Masfu'ah	62,5
36. Siti Masluhha N	60

Scores of the Control Class Posttest

1. Andika Risky Pradana	72.5
2. Aninda Hepy Devitasari	65
3. Aninda Naswa Faradila	65
4. Annisa Fitri	70
5. Aramitha Nur Hidayah	67.5
6. Arfian Fani	62.5
7. Arif Rahmat Fauzi	65
8. Arista Windi Atuti	67.5
9. Dhandy Rivan Yogatama Putra	72.5
10. Dwi Elya Wulandari	72.5
11. Faizal Nur Rahmat	65
12. Fanny Garawanti	67.5
13. Fitriati Tri Rida Azizah	60
14. Frelia Elyas Wati	67.5
15. Ichsan Nurrozi	65
16. Lutfiyanti Agustina	65
17. M. F. Abidzar	80
18. M. Nur Alfian A. L.	62.5
19. M. Yusuf Noor Khozain	82.5
20. Muhammad Aziz Shobari	70
21. Muh. Berdy Setyawan	75
22. M. Ivan Yusrizal	62.5
23. Muh. Miftah	67.5
24. Nadia Nur A.	67.5
25. Nakita Anggi Yasmine	62.5
26. Neng Rania Nurfaiza A.	67.5
27. Noval Maulana Azis	62.5
28. Novianto Nugroho	65
29. Phoerindra Hapsa A. M.	77,5
30. Prinovianto	70
31. Rhadiya Mufida	67.5
32. Rina Silvia	67.5
33. Risqi Prambudiyanto	70
34. Rohbiyanti	70
35. Siti Masfu'ah	67.5
36. Siti Maslulha N	67.5

Scores of the Experimental Class Pretest

1. Adi Putranto	60
2. Afif Ramadhan	62,5
3. Amira Rasya Faradila	67.5
4. Andhini Kurniawati	70
5. Apriliandika M. S.	62.5
6. Arahman Syafi'i	60
7. Ayu Gustiani Wulansari	67.5
8. Ayu Kurniawati	65
9. Ayuk Nur Widya Saputri	67.5
10. Bellapsi Gustiandriani	57,5
11. Datik Nur Priyani	62.5
12. Rosi Anggara	55
13. Fariska Ayu Wulansari	62,5
14. Fathurrahman Abdullah	70
15. Frans Jundi	60
16. Ilham Syahrul	70
17. Indah Rohan	67.5
18. Irvan Risky A.	65
19. Istiqomah Ragil Anjarwani	65
20. Laveni Hentita	65
21. Lukman Nurhakim	67.5
22. M. Fuad	72.5
23. M. Kholis Ibrahim	65
24. M. Yusron A.	72.5
25. Sofyan	65
26. Nia Aulia Y.	70
27. Noviansyah Dara Puspita	77.5
28. Putra	65
29. Redya Gita A.	75
30. Ricco	65
31. Ristiana Ela M.	65
32. Salma Yummi Cyikara	62,5
33. Saiwa Rafaq Nur Afifah	60
34. Saksia Bunga A.	65
35. Tri Handoko	67.5
36. Zahra Muadzah Rahmah	57.5

Scores of the Experimental Class Posttest

1. Adi Putranto	70
2. Afif Ramadhan	80
3. Amira Rasya Faradila	77.5
4. Andhini Kurniawati	80
5. Apriliandika M. S.	75
6. Arahman Syafi'i	72.5
7. Ayu Gustiani Wulansari	82.5
8. Ayu Kurniawati	80
9. Ayuk Nur Widya Saputri	85
10. Bellapsi Gustiandriani	75
11. Datik Nur Priyani	80
12. Rosi Anggara	70
13. Fariska Ayu Wulansari	77,5
14. Fathurrahman Abdullah	82.5
15. Frans Jundi	72,5
16. Ilham Syahrul	85
17. Indah Rohan	80
18. Irvan Risky A.	77.5
19. Istiqomah Ragil Anjarwani	77,5
20. Laveni Hentita	80
21. Lukman Nurhakim	90
22. M. Fuad	82.5
23. M. Kholis Ibrahim	77.5
24. M. Yusron A.	87.5
25. Sofyan	77,5
26. Nia Aulia Y.	77,5
27. Noviansyah Dara Puspita	87.5
28. Putra	75
29. Redya Gita A.	82,5
30. Ricco	72,5
31. Ristiana Ela M.	75
32. Salma Yummi Cyikara	75
33. Saiwa Rafaq Nur Afifah	77,5
34. Saksia Bunga A.	77,5
35. Tri Handoko	75
36. Zahra Muadzah Rahmah	77.5

The Descriptive Analysis Result of the Control Class Pretest

Statistics

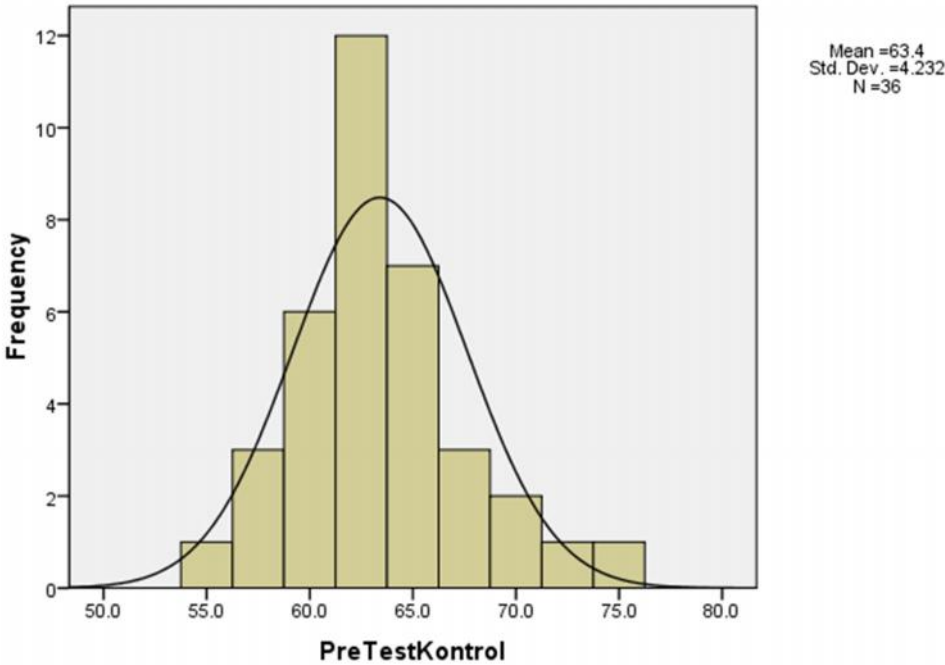
PreTestKontrol

N	Valid	36
	Missing	0
Mean		63.403
Median		62.500
Mode		62.5
Std. Deviation		4.2322
Variance		17.912
Skewness		.665
Std. Error of Skewness		.393
Kurtosis		.854
Std. Error of Kurtosis		.768
Range		20.0
Minimum		55.0
Maximum		75.0
Sum		2282.5

PreTestKontrol

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 55	1	2.8	2.8	2.8
57.5	3	8.3	8.3	11.1
60	6	16.7	16.7	27.8
62.5	12	33.3	33.3	61.1
65	7	19.4	19.4	80.6
67.5	3	8.3	8.3	88.9
70	2	5.6	5.6	94.4
72.5	1	2.8	2.8	97.2
75	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Histogram



The Descriptive Analysis Result of the Control Class Posttest

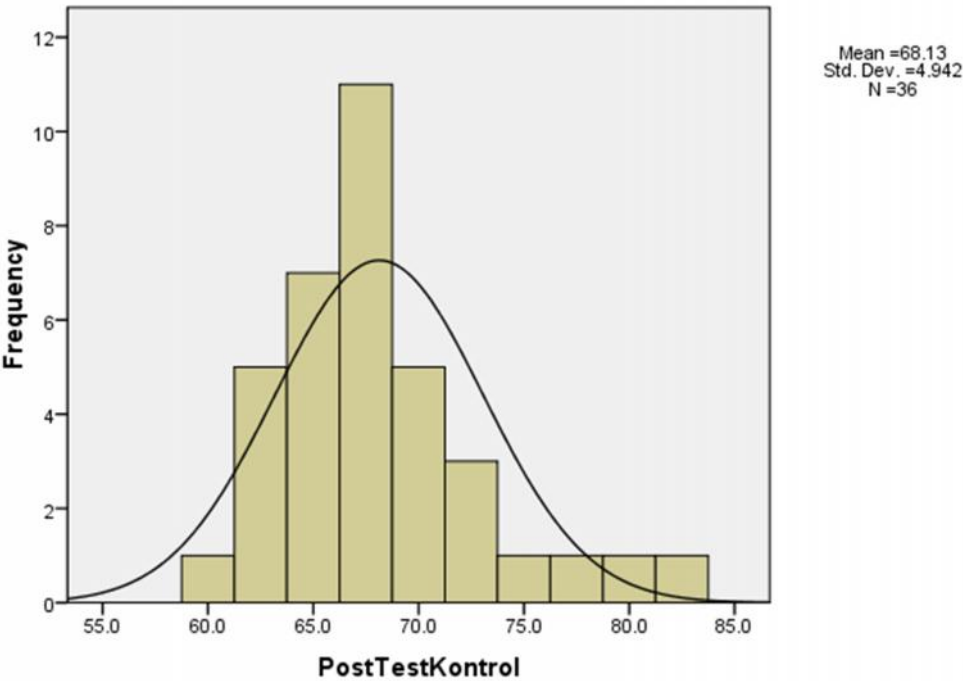
Statistics

PostTestKontrol		
N	Valid	36
	Missing	0
Mean		68.125
Median		67.500
Mode		67.5
Std. Deviation		4.9416
Variance		24.420
Skewness		1.112
Std. Error of Skewness		.393
Kurtosis		1.488
Std. Error of Kurtosis		.768
Range		22.5
Minimum		60.0
Maximum		82.5
Sum		2452.5

PostTestKontrol

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	1	2.8	2.8	2.8
62.5	5	13.9	13.9	16.7
65	7	19.4	19.4	36.1
67.5	11	30.6	30.6	66.7
70	5	13.9	13.9	80.6
72.5	3	8.3	8.3	88.9
75	1	2.8	2.8	91.7
77.5	1	2.8	2.8	94.4
80	1	2.8	2.8	97.2
82.5	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Histogram

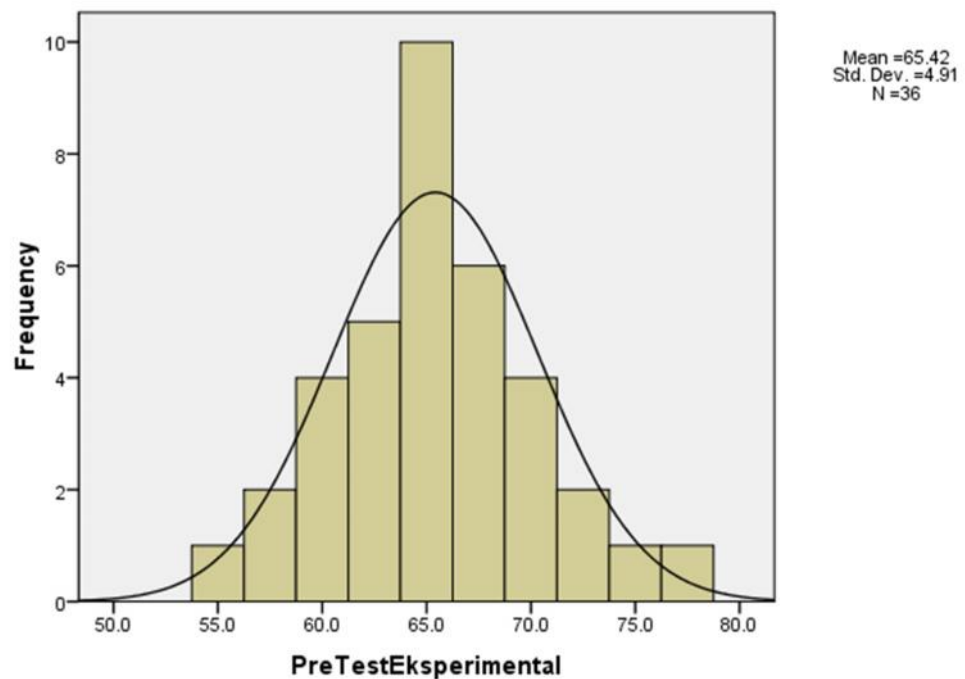


The Descriptive Analysis Result of the Experimental Class Pretest

Statistics		
PreTestEksperimental		
N	Valid	36
	Missing	0
Mean		65.417
Median		65.000
Mode		65.0
Std. Deviation		4.9099
Variance		24.107
Skewness		.233
Std. Error of Skewness		.393
Kurtosis		.232
Std. Error of Kurtosis		.768
Range		22.5
Minimum		55.0
Maximum		77.5
Sum		2355.0

PreTestEksperimental				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 55	1	2.8	2.8	2.8
57.5	2	5.6	5.6	8.3
60	4	11.1	11.1	19.4
62.5	5	13.9	13.9	33.3
65	10	27.8	27.8	61.1
67.5	6	16.7	16.7	77.8
70	4	11.1	11.1	88.9
72.5	2	5.6	5.6	94.4
75	1	2.8	2.8	97.2
77.5	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Histogram



The Descriptive Analysis Result of the Experimental Class Posttest

Statistics

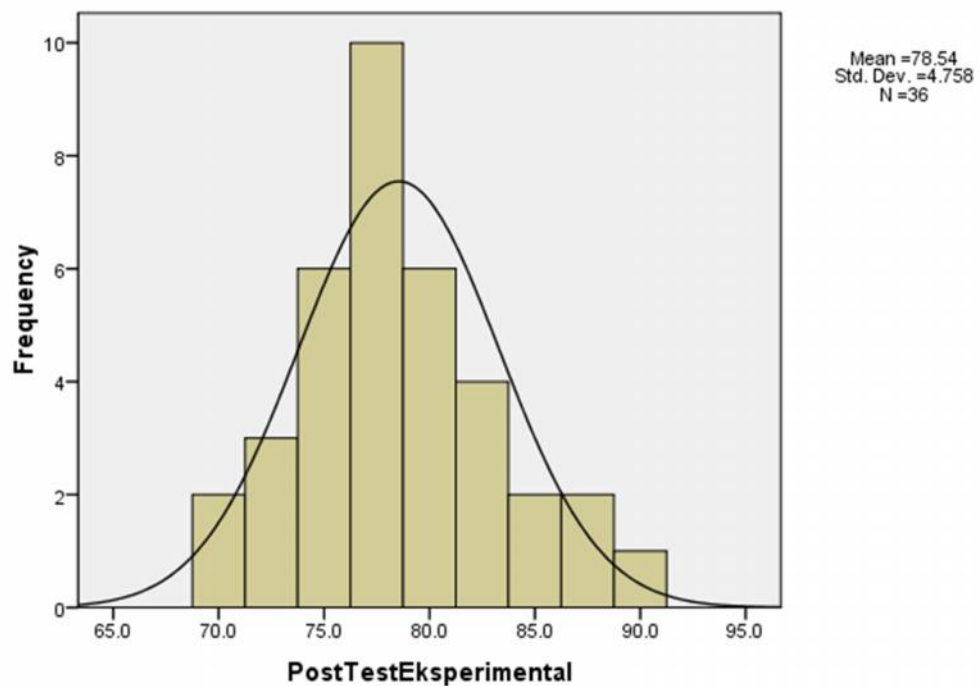
PostTestEksperimental

N	Valid	36
	Missing	0
Mean		78.542
Median		77.500
Mode		77.5
Std. Deviation		4.7575
Variance		22.634
Skewness		.439
Std. Error of Skewness		.393
Kurtosis		.049
Std. Error of Kurtosis		.768
Range		20.0
Minimum		70.0
Maximum		90.0
Sum		2827.5

PostTestEksperimental

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	2	5.6	5.6	5.6
72.5	3	8.3	8.3	13.9
75	6	16.7	16.7	30.6
77.5	10	27.8	27.8	58.3
80	6	16.7	16.7	75.0
82.5	4	11.1	11.1	86.1
85	2	5.6	5.6	91.7
87.5	2	5.6	5.6	97.2
90	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Histogram



The Result of the Nomality Test

NPar Tests

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-Test Control	36	63.403	4.2322	55.0	75.0
Post-Test Control	36	68.125	4.9416	60.0	82.5
Pre-Test Eksperimental	36	65.417	4.9099	55.0	77.5
Post-Test Eksperimental	36	78.542	4.7575	70.0	90.0

One-Sample Kolmogorov-Smirnov Test

		Pre-Test Control	Post-Test Control	Pre-Test Eksperimental	Post-Test Eksperimental
N		36	36	36	36
Normal	Mean	63.403	68.125	65.417	78.542
Parameters ^a	Std. Deviation	4.2322	4.9416	4.9099	4.7575
Most Extreme	Absolute	.196	.217	.145	.170
Differences	Positive	.196	.217	.145	.170
	Negative	-.138	-.100	-.133	-.108
Kolmogorov-Smirnov Z		1.173	1.302	.870	1.020
Asymp. Sig. (2-tailed)		.127	.067	.436	.249

a. Test distribution is Normal.

The Result of the Homogeneity Test

Homogeneity Test of Pre-Test

Test of Homogeneity of Variances

Pre-Test

Levene Statistic	df1	df2	Sig.
.964 ^a	5	27	.457

a. Groups with only one case are ignored in computing the test of homogeneity of variance for Pre-Test Eksperimental.

ANOVA

Pre-Test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	200.744	8	25.093	1.054	.423
Within Groups	643.006	27	23.815		
Total	843.750	35			

Homogeneity Test of Post-Test

Test of Homogeneity of Variances

Post-Test

Levene Statistic	df1	df2	Sig.
.915 ^a	4	26	.470

a. Groups with only one case are ignored in computing the test of homogeneity of variance for Post-Test Eksperimental.

ANOVA

Post-Test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	184.807	9	20.534	.879	.556
Within Groups	607.381	26	23.361		
Total	792.188	35			

The Result of the Hypothesis Testing

Analysis of Covariance (ANCOVA)

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Treatment	1	experimental	36
	2	control	36

Descriptive Statistics

Dependent Variable: PostTest

Treatment	Mean	Std. Deviation	N
experimental	78.54	4.758	36
control	68.13	4.942	36
Total	73.33	7.121	72

Tests of Between-Subjects Effects

Dependent Variable: PostTest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2835.357 ^a	2	1417.679	127.929	.000	.788
Intercept	193.923	1	193.923	17.499	.000	.202
PreTest	882.232	1	882.232	79.611	.000	.536
Treatment	1345.215	1	1345.215	121.390	.000	.638
Error	764.643	69	11.082			
Total	390800.000	72				
Corrected Total	3600.000	71				

a. R Squared = ,788 (Adjusted R Squared = ,781)

Parameter Estimates

Dependent Variable: PostTest

Parameter	B	Std. Error	t	Sig.	95% Confidence Interval		Partial Eta Squared
					Lower Bound	Upper Bound	
Intercept	19.018	5.532	3.438	.001	7.983	30.053	.146
PreTest	.775	.087	8.923	.000	.601	.948	.536
[Treatment=1]	8.857	.804	11.018	.000	7.253	10.461	.638
[Treatment=2]	0 ^a

a. This parameter is set to zero because it is redundant.

Estimated Marginal Means

1. Grand Mean

Dependent Variable:PostTest

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
73.333 ^a	.392	72.551	74.116

a. Covariates appearing in the model are evaluated at the following values: PreTest = 64,410.

Treatment

Estimates

Dependent Variable:PostTest

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
experimental	77.762^a	.562	76.641	78.882
control	68.905^a	.562	67.784	70.025

a. Covariates appearing in the model are evaluated at the following values:
PreTest = 64,410.

APPENDIX 4

PHOTOGRAPHS



On March 2nd, 2013, the students of VIII C were having tryout test.



On March 5th, 2013, the students of VIII D were having the Pre-Test.



On March 6th, 2013, the students of VIII E were having the Pre-Test.



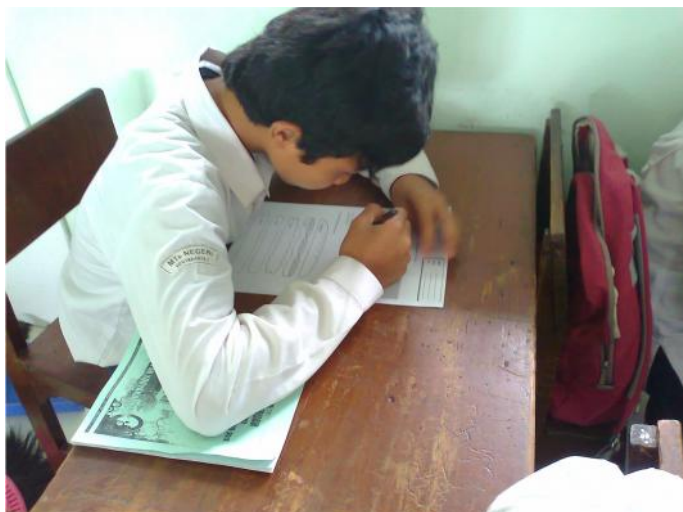
The teacher and the students of control group were discussing the text given by the teacher. It was in the Modelling of the Text stage.



The teacher and the students of experimental group were discussing the text given by the teacher using graphic organizers. It was in the Modelling of the Text stage.



The students of experimental group were working in pairs in understanding the text. It was in the Join Construction of the Text stage.



The students were working on their own graphic organizers individually. It was in the Independent Construction of the Text stage.



On May 7th, 2013, the students of VIII D were having the Post-Test



On May 8th, 2013, the students of VIII E were having the Post-Test

APPENDIX 5

LETTER OF PERMIT



KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI (MTsN)
YOGYAKARTA 1

JALAN MAGELANG KM. 4,4 MLATI, YOGYAKARTA 55284 TELEPON / FAX. (0274) 586274
Website : www.mtsn-jogja1.com - Email : mtsnjogjasatu@gmail.com

SURAT KETERANGAN

Nomor : MTs.12.04.9/PP.005/ 246 /2013

Yang bertanda tangan dibawah ini :

Nama : Drs. H. Abdul Hadi, S.Pd, M.Pd. I
NIP : 196012201987031005
Pangkat / Gol : Pembina (IV/a)
Jabatan : Kepala MTs Negeri Yogyakarta I

Dengan Ini Menerangkan bahwa :

Nama : Dhimas Perkasa
NIM : 05202241010
Program Studi : S1
Fakultas : Bahasa dan Seni
Perguruan tinggi : Universitas Negeri Yogyakarta

Telah melaksanakan penelitian tentang Pra Survey / Uji Validitas dengan judul “ THE EFFECT OF GRAPHIC ORGANIZERS ON THE READING COMPREHENSION ABILITY OF GRADE EIGHT STUDENTS OF MTsN YOGYAKARTA 1 IN THE SECOND SEMESTER OF THE ACADEMIC YEAR OF 2012/ 2013” terhitung mulai tanggal 01 Maret sampai 16 Mei Tahun 2013

Demikian surat keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya

Sleman, 17 Mei 2013



Drs. H. Abdul Hadi, S.Pd, M.Pd.I
NIP. 196012201987031005



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
 Telepon (0274) 868800, Faksimilie (0274) 868800
 Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 654 / 2013

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
 Menunjuk : Surat dari Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta
 Nomor : 070/1822/V/3/2013 Tanggal : 01 Maret 2013
 Hal : Izin Penelitian

MENGIZINKAN :

Kepada :
 Nama : DHIMAS PERKASA
 No.Mhs/NIM/NIP/NIK : 05202241010
 Program/Tingkat : S1
 Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
 Alamat instansi/Perguruan Tinggi : Karangmalang Yogyakarta
 Alamat Rumah : Karang Anyar Sinduadi, Mlati, Sleman
 No. Telp / HP : 087758384017
 Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**THE EFFECT OF GRAPHIC ORGANIZERS ON THE READING
 COMPREHENSION ABILITY OF GRADE EIGHT STUDENTS OF MTSN
 YOGYAKARTA 1 IN THE SECOND SEMESTER OF THE ACADEMIC YEAR
 OF 2012/2013**
 Lokasi : MTsN Yogyakarta 1
 Waktu : Selama 3 bulan mulai tanggal: 01 Maret 2013 s/d 01 Juni 2013

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 4 Februari 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi



Dra. STICI IRIANI SINURAYA, M.Si, M.M

Pembina, IV/a

NIP 19630112 198903 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Mlati
6. Kepala MTsN Yogyakarta 1
7. Dekan Fak. Bahasa dan Seni UNY
8. Yang Bersangkutan

srtijin.php

http://adbang.jogjaprovo.go.id/admin/srtijin.php?mohon_id=12407&sta...

PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/1822/V/3/2013

Membaca Surat : Kasubbag. Pendidikan FBS UNY Nomor : 0231/UN.34.12/DT/III/2013
Tanggal : 01 Maret 2013 Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : DHIMAS PERKASA NIP/NIM : 05202241010
Alamat : KARANGMALANG, YOGYAKARTA
Judul : THE EFFECT OF GRAPHIC ORGANIZERS ON THE READING COMPREHENSION ABILITY OF GRADE EIGHT STUDENTS OF MTsN YOGYAKARTA 1 IN THE SECOND SEMESTER OF THE ACADEMIC YEAR OF 2012/2013
Lokasi : MTsN YOGYAKARTA 1 Kota/Kab. SLEMAN
Waktu : 01 Maret 2013 s/d 01 Juni 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprovo.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprovo.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 01 Maret 2013

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Kepala Biro Administrasi Pembangunan



Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman c/q Ka. Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Dekan Fak. Bahasa dan Seni UNY
5. Yang Bersangkutan



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FORM 103/3101
10 Jan 2011

Nomor : 0231/UN.34.12/DI/III/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Pencitian

1 Maret 2013

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Pencitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

The Effect of Graphic Organizers on the Reading Comprehension Ability of Grade Eighth Students of MTsN Yogyakarta I in the Second Semester of the Academic year of 2012/2013

Mahasiswa dimaksud adalah :

Nama : DIHIMAS PERKASA
NIM : 05202241010
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Maret Mei 2013
Lokasi Pencitian : MTsN Yogyakarta I

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

3. n. Dekan
Koriditban Pendidikan FBS.

Indah Permana Lami, S.E.
NIP. 19670701 199312 2 001